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ABSTRACT

Presents Golden West College's (GWC's) (California) 1999-2000 accreditation self-study report. Contains the following chapters: (1) report abstract, which summarizes the ten standards of GWC: mission, integrity, effectiveness, educational programs, student support and development, information and learning resources, faculty and staff, physical resources, financial resources, and governance and administration; (2) a look at the organization of the self-study, which presents the college's self-study timeline for fall 1999-fall 2000, a narrative description of GWC organization plan for the self-study, and the 1999-2000 self-study team composition; (3) descriptive background and demographics; (4) organization of the institution for the 1990-2000 academic year, which charts administrative, president's office, instructive division, administrative services, and student services division positions; (5) a certification of continued compliance with eligibility requirements; (6) responses to recommendations from the most recent evaluation (1998); (7) ten chapters detailing each of the ten standard's descriptive summaries, self-evaluations, and planning agendas; (8) a planning summary, which identifies a series of planning recommendations and helps set direction for the college for the next six years; (9) appendices, which includes a minority report and disproportionate impact studies; (10) a list of supplemental documents for each of the ten standards; and (11) a glossary of acronyms. (VWC)

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ED 445 745

Accreditation Self-Study

1999 - 2000

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Golden West College
Huntington Beach

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Golden West College

Report of the Institutional Self-Study for Reaffirmation of Accreditation

Spring 2000

Golden West College
15744 Golden West Street
Huntington Beach, CA 092647

Golden West College
Huntington Beach

Golden West College
Huntington Beach

REPORT OF THE INSTITUTIONAL SELF-STUDY FOR REAFFIRMATION OF ACCREDITATION

SPRING 2000

Submitted by Golden West College
15744 Golden West Street
Huntington Beach, CA 92647

Coast Community College District Board of Trustees

Paul A. Berger
George E. Brown
Walter G. Howald
Jerry Patterson, President
Armando R. Ruiz
Jennifer T. Kirkpatrick, Student Trustee

Coast Community College District Chancellor

William M. Vega, Ed.D.

Golden West College President

Kenneth D. Yglesias, Ed.D.

Accreditation Self-Study Co-Chairs

Nancy Boyer,
Department Chair/Faculty, English as a Second Language

Wes Bryan,
Vice-President, Instruction

Certification of the Self-Study

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Golden West College
Huntington Beach

Certification of the Self-Study Report
Spring 2000

TO: Accreditation Commission for Community and Junior Colleges
Western Association of Schools and Colleges

DATE: June 2000

FROM: Golden West College
15744 Golden West Street
Huntington Beach, CA 92647

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad representation by the campus community in the self-study, and we believe that this Self-Study Report accurately reflects the nature and substance of this institution.

Original signature on file.
Jerry Patterson — *President, Board of Trustees*

Original signature on file.
William M. Vega — *Chancellor, Coast Community College District*

Original signature on file.
Kenneth D. Yglesias — *President, Golden West College*

Original signature on file.
Dibakar Barua — *President, Academic Senate*

Original signature on file.
Kristina Bruning — *President, CFE/AFT Local 1911*

Original signature on file.
Paul A. Wisner — *President, CFCE, Local 4794*

Original signature on file.
Rozanna Capoccia — *President, Associated Students of Golden West College*

Original signature on file.
Wes Bryan — *Vice-President Instruction*
Co-Chair of Self Study

Original signature on file.
Nancy Boyer — *Department Chair, Professor, English as a Second Language*
Co-Chair of Self Study

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Abstract of the Report

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Abstract of the Report

Standard One: Institutional Mission

Golden West College has a Mission Statement that was revised and adopted in December 1999 and approved by the Board of Trustees in May 2000. In addition to the basic Mission Statement, the College developed a Vision Statement consisting of principles and a philosophy to guide the College in meeting its mission. From the principles identified in the Mission and Vision Statements, the College has identified six broad goals to guide planning. The College will be focusing on three of those goals in the coming year, and funds will be allocated to pursue those goals. This represents a growing effort on the part of the College to use the Mission and Vision Statements to guide planning and decision making. While the College had a Mission Statement before, it was not systematically used in planning nor revised on a regular basis. The current Mission and Vision Statements were revised over two years with input from a variety of campus planning committees. The College plans to review the Mission and Vision Statements regularly.

Standard Two: Institutional Integrity

Student responses to the Accreditation Self-Study Student Survey, Fall 1999, indicate Golden West College has been successful in providing clear and accurate information in all representations made to students. Furthermore, both faculty/staff survey results and student survey results in response to questions about policies regarding academic freedom, academic honesty, and issues of diversity indicate that the College operates with honesty and integrity and provides an environment conducive to these policies. In addition, the College strives to demonstrate honesty and integrity in its athletic program. Finally, the College endeavors to comply with all self-study standards and requirements.

While college publications are regarded as accurate, concern has been expressed that they are not available in a timely manner. It is hoped that a move to year-round scheduling will help remedy this. Furthermore, portions of the College's web page need to be updated more consistently.

Standard Three: Institutional Effectiveness

The College is increasingly relying on institutional research to support institutional planning. Whereas research used to be solely supportive of matriculation, it is now used by a variety of committees as well as by departments and administration and in the disbursement of Partnership for Excellence funds. In short, research is taking an increasingly prominent role on campus. However, while the demand for research has grown, the number of research personnel hours has not.

The College has moved from having each instructional unit submit a report every six years to submitting a report every year. Program review information is available from the Research Office in uniform format for the departments. It is envisaged that these reports will play a substantive role in evaluation, planning, and grant requests. Indeed, a variety of short- and long-term needs have been met using program review information as justification. However, as the shift to the new procedure is still quite new, the use of program review in the planning process is still informal. However, while the College has made considerable progress in its efforts to evaluate and modify the various planning processes, it needs to do further work on developing overall coordination of planning and evaluation among the various planning committees.

The College uses its evaluation and planning processes to identify priorities for improvement.

The Research Office publishes many reports including the GWC Factbook. Other evaluations include employee and faculty evaluations as well as evaluations by outside agencies. This information is integrated into program planning.

The College has recently reorganized and adopted a new college structure chart and decision-making process model. Along with the reorganization, the College has three new vice presidents who have been in their jobs for only a year. As many of these changes are quite recent, some taking place as late as July 2000, it is too soon to draw any conclusions as to the effectiveness of the model.

Standard Four: Educational Programs

Golden West College takes pride in its educational programs which include a variety of degree and certificate programs and range in delivery format from traditional classroom format, to labs and, more recently, to an expanding offering of online classes. The College also has an extensive array of non-credit educational, vocational, and recreational courses through its Community Services division. The faculty are primarily responsible for the development of programs and for assessing needs through program review, student input, and community interaction. Faculty develop new courses which are then submitted for review to the Council for Curriculum and Instruction (CCI), a subcommittee of the Academic Senate. The College's vocational programs undergo regular review by advisory committees. In short, the College follows the State Chancellor's approval procedures thus assuring that new curricula are put through appropriate tests in order to receive approval.

The College has articulation agreements with both the California State University system and with the University of California system, as well as several independent colleges and universities. For students matriculating to Golden West College from local high schools, the College participates in articulation with feeder high school. In addition, community involvement with local organizations as well as various advisory boards ensures that the College has current information regarding employment opportunities thus ensuring that the community's educational needs are being met.

In Fall 1999, the College moved from an eighteen-week format to a sixteen-week format. Year-round scheduling began in Spring 2000. January 2000 saw the introduction of a four-week intersession. In addition, the College offers a variety of eight-week summer session classes beginning at different times during the month of June. Furthermore, in Fall 1998, Golden West initiated a Weekend Express program that included courses to meet CSU general education requirements. The College also introduced its first online course in Spring 1999, and in Spring 2000, an Honors Program was approved. This program will commence in Fall 2000.

Because of the growth in enrollment and the expanded number of labs and course offerings, the College is in the process of reviewing space utilization throughout the College. This information will be incorporated into the new database the College is beginning to implement to manage enrollment and registration.

Standard Five: Student Support and Development

Golden West College offers a broad range of student support services. The College has made every effort to expand its services and hours of operation to become more accessible for our diverse student population.

The College has expanded the use of technology. The English department has switched to computer-adaptive placement testing with comparable ESL placement testing to begin for Fall 2000 placement. The College has consistently improved its home page on the World Wide Web to provide the students with Admissions and Records information. In addition, the feasibility of putting the College catalog on CD-ROM is being investigated.

The College offers a variety of student support programs. There is mandatory counseling; the SOAR program, which helps students become more prepared for college; EOPS/CARE, which offer financial assistance; Disabled Student Services; and recently the College added a CalWORKs/Re-Entry program as well as initiating an academic probation contract and an early warning system called Operation Call Back. There is also a Career Center as part of Counseling Services and a Child Care Center to assist student parents with their child care needs. A new Infant/Toddler Center has also opened recently. An International Student Program recruits international students to the campus and helps support those who have arrived at Golden West. In addition, there is a Job Placement Center and a Transfer Center to assist students. Finally, Associated Students provides opportunities for students to participate in shared governance and actively recruits students to participate in student government and clubs.

Standard Six: Information and Learning Resources

Learning Resources at Golden West College includes the Library, Tutorial Learning Center, the Student Computer Center, and the Speech and Writing Centers. Full-time staffing of the Library has decreased over the last ten years. The Library has relied instead on part-time staffing. Even so, surveys indicate a moderately strong to strong approval rating for the Library.

The Library has used Partnership for Excellence funding to add new books and media to its collection. It also has various new electronic periodical databases, and librarians are adding library home page links to additional Internet information resources. In addition, the Library has a new online catalog that offers a variety of formats for downloading information. Furthermore, the media area of the Library was remodeled during Summer 1999 to maximize student electronic access to media materials. The Library has successfully completed these projects on a budget that has remained static for over ten years.

The Writing and Speech Centers are in the same location, but their programs are quite distinct. The Writing Center used to be set up to help students with any writing task on a walk-in basis, but now students must enroll in any of a variety of mini courses. The goal of the Speech Center is to enhance the curriculum in the Speech Communication Department. The Writing Center includes a lab of 17 Pentium computers.

The Student Computer Center opened in Spring 1998 with 40 Pentium computers. The primary purpose of the Student Computer Center is to provide computer support and access to support instruction. Students are required to register for a half a unit of credit in order to use the Center. Once registered, they are free to use the Center as an open lab. The Center is scheduled for an upgrade in the coming year.

Standard Seven: Faculty and Staff

Golden West College's programs and services are supported by qualified and committed faculty, administrators, and staff. The College follows the standardized recruitment and hiring process agreed upon by the entire district. The District recruits state wide and nationally for administrative and tenure-track faculty positions. Although the process is fair and results in the hiring of highly skilled workers, it has not resulted in significant changes in faculty diversity.

The College evaluates all faculty (regular, contract, temporary, categorical, and adjunct), classified staff, supervisory and management staff, and educational administrators in accordance with established procedures and criteria at regularly defined intervals. In recent years, the evaluation process for faculty and classified staff has been improved and is being implemented consistently. While evaluation of each employee group is intended to be a constructive process, staff are divided in their satisfaction with the process.

The College has a comprehensive program of staff development for faculty, classified staff, and administrators. Staff Development is coordinated by a 60% reassigned time full-time faculty member and a 30% reassigned time classified staff person. A Schedule of Workshops listing all activities is published annually. Overall coordination of professional development is the responsibility of the Staff Development Advisory Committee.

A goal of Staff Development has been to provide faculty and staff with ongoing computer training. To this end, the Staff Development Resources Center was remodeled and equipped with seven new computers and has been used for many technology workshops.

The District and the College are committed to ensuring fairness and equal opportunity employment at Golden West College. All personnel policies and procedures are developed or revised either through the shared governance process for all categories of staff or through the collective bargaining process for adjunct and full-time faculty and classified staff. The District continues to strengthen its affirmative action efforts, and screening committees receive training and orientation prior to the commencement of the screening process.

Standard Eight: Physical Resources

Golden West College strives to maintain its campus and facilities. Campus facilities have been upgraded, remodeled, or repaired following a pattern of meeting the highest priority. However, the only new building construction on campus since the last accreditation site visit has been the expansion of the campus Child Care Facility.

Classroom space is at a premium, and with the recent growth, it is becoming harder to find space for classes. However, the change to a sixteen-week semester and a block schedule has improved classroom utilization.

State block grants, instructional equipment funds, VTEA, PFE, and other funds have assisted the College in addressing the need to upgrade equipment and expand the use of technology. Furthermore, the College has established a routine maintenance schedule and revises its maintenance plan to identify projects that need attention. However, it does not currently have a master facility and infrastructure database. Such a database would make information more readily available and facilitate planning and budgeting for maintenance and upgrades.

The College plans improvements, and much campus beautification has taken place in the last year. The result is a campus that is generally safe and secure. The Safety Committee routinely evaluates needs for health and safety improvements and the Disaster Preparedness Committee monitors campus responsiveness capabilities in the event of a major disaster. Action has been taken to maintain legal compliance when necessary.

Standard Nine: Financial Resources

The College has an approved Mission and Vision Statement that is used for planning. However, the College is in a state of transition with respect to the planning and budget process. A new model has been approved and is planned for implementation in Fall 2000. The new model will more clearly define the structure and process of planning, budgeting, and policy making.

Limited and uncertain funding has made it difficult to implement financial plans that support the desired level all the institutional and program goals. Because of increased costs and declining enrollments, Golden West has had to cut its budget and has entered into a three-year stabilization period. It has been under pressure to increase enrollments in order to maintain current levels of funding. However, due to major college planning efforts, the change to a sixteen-week schedule, and new focus on outreach and public relations, enrollment is increasing. Despite these challenges, the College has been able to use categorical and block grant funds to move ahead with new technology and programs.

For the past few years, the College's processes to allocate college resources and new monies such as Partnership for Excellence and state Block Grants have been evolving and changing. While there has been campus-wide input, the procedures for approval have not been clearly communicated. This most likely has been a major factor in the wide disagreement among faculty and staff on matters of financial planning as reported in the accreditation survey. The adoption of the new planning and budgeting process may help alleviate this.

The District and Golden West College work continually throughout the year to provide good controls over their financial resources. The District has strict guidelines and procedures that are followed to ensure effective oversight of finances. Audits are conducted and recommendations are made. In addition, the College is currently changing to two more efficient and integrated financial management systems which will encompass student, personnel, and financial record keeping and allow tracking.

The District and the College have in place systems to maintain financial stability including risk management, the use of tax revenue appreciation notes (TRANS) and sufficient reserves.

Standard Ten: Governance and Administration

The Board of Trustees determines broad general policies for the operation of the District. Serving staggered, four-year terms in five evenly distributed geographical areas, the Board acts at the expressed will of the electorate and represents the interests of the public. The Board meets regularly with the Chancellor to review institutional practices and fiscal stability. Oral reports are provided to the Trustees at each regular board meeting by college representatives including the ASB president, Academic Senate president, Union Presidents, and the College President. The Board has created subcommittees to plan issues such as use of excess land throughout the district including Golden West, a capital campaign for digitizing KOCE TV, and technology planning.

The President/CEO of Golden West provides effective leadership for college-wide planning activities and the management of resources. He has hosted planning retreats and presided over planning committees and the implementation of the yearly program review.

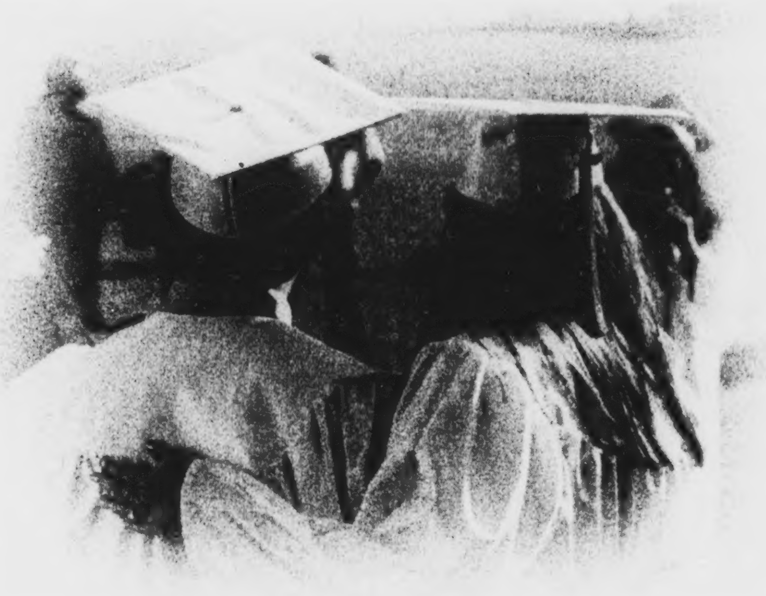
The College is organized and staffed to provide effective leadership and management. The College has recently reorganized with three vice presidents and fewer deans to provide more effective and streamlined management. As part of this reorganization, department chairs will assume greater responsibility. Faculty have a role in governance through the Senate as well as various committees. Classified have a role in governance through the Classified Connection as well as various committees. Students have a role in governance through the Associated Student Organization, but there is no campus-wide agreement shared governance document regarding student participation.

The District Chancellor/CEO has worked to define goals and plans for the institutions. He has initiated a major change in philosophy throughout the District, putting district operations as major service providers for the campuses and TV station, since he took office in November 1993.

Staff perception of governance and administration often seems ambivalent. The question, however, is whether this is a problem of governance or one of communicating what the various facets of administration do and how well it is done.

Organization of the Self-Study

Accreditation Self-Study
1999 - 2000



Golden West College
Huntington Beach

Golden West College Self-Study Timeline Fall 1999 - Fall 2000

February 1999

- Campus-wide announcement of Self-Study
- Identification of Self-Study Chairs

March 1999

- Identification of Standards Chairs and Co-Chairs and preliminary assignment of Standards Committee members

April-June 1999

- District-wide Accreditation Workshop with Dr. David Wolf, Executive Director WASC
- Standards Chairs meet with Standards Committee members to identify and assign Self-Study tasks
- Self-Study Chairs meet with Standards Committee Chairs to review Self-Study process

August 1999

- Research Office works with Chairs and District to prepare survey material
- Additional sign-ups for Standards Committees

September 1999

- Surveys distributed - data collection coordinated with other colleges in District
- September 22, Regional Accreditation Training Meeting
- Standards Committees meet to assign Committee tasks and begin gathering Self-Study information
- Campus e-mail network and electronic Standard folder established

October 1999

- October 11-12, California Assessment Institute (GWC sent a Team)
- Committee members write Standards description drafts of the Self-Study
- Committee reviews the drafts and recommends changes as needed

November 1999

- Committee members write Self-Evaluation and Planning Agenda drafts
- Committee reviews drafts via network postings

December 1999

- Self-Evaluation and Planning Agenda drafts due to Standards Chairs
- Standards Chairs monitor drafts of Committee reports via network
- Final submission of the draft reports to Self-Study Chairs for posting

February 2000

- Edited drafts posted to the Campus Network for revision
- Batch 1 (Standards 1,2,3) due to Editor

March 2000

- Revised drafts from Committees due to Self-Study Chairs
- Continued revision and editing of drafts by Self-Study Chairs
- Batch 2 (Standards 4, 6, 7, 8) due to Editor

088-1

April 2000

- Committee review of Standards drafts
- Final drafts from Committees due to Self-Study Chairs
- Batch 3 (Standards 5, 9, 10) due to Editor

May 2000

- Revision and final editing of drafts by Self-Study Chairs
- Draft online versions available for campus review

June 2000

- Final editing and preparation for publication
- Progress Report to Board of Trustees

July 2000

- Formatting of Self-Study Report for publication by Public Relations Office
- Campus visit by WASC site team leader

August 2000

- Mailing of Self-Study report to WASC
- Final campus preparation for site visit

October 2000

- Campus site visit by WASC team

Narrative Description of GWC Organization Plan for the Self-Study.

The planning for this self-study for reaffirmation of our accreditation interestingly began at the Chancellor's Cabinet level. It was there that the Chancellor first presented the idea that the Coast Community College District seek permission to have a coordinated District-wide accreditation visit. The proposal was for all District colleges and the District Office to undergo separate, yet coordinated, visits in the same year at the same time.

Colleges discussed the pros and cons of this suggestion and, after considerable campus discussion, concluded that the advantages of pooled district resources and comparable data sets made this idea a worthy goal. The Chancellor then wrote a request to the Western Association of Schools and Colleges asking for the necessary calendar adjustments to accommodate this request. The College and the District were pleased when the Commission granted this request.

Initial planning for the Golden West Self-Study commenced in Fall 1998, and a planning calendar was established by December of that year. All appropriate constituency groups were contacted, and campus-wide announcements were distributed to solicit volunteers to serve on the various Self-Study committees. It was agreed that the Co-Chairs of the Self-Study would be one faculty member and the Vice President of Instruction. The Academic Senate appointed Dr. Nancy Boyer, Chair of the ESL Department, as the faculty Co-Chair. The College was in the midst of selecting a permanent Vice-President of Instruction at this time, so the interim Vice President, Dr. Joseph Zagorski, assisted with initial preparations, and Wes Bryan assumed responsibility after Board of Trustee confirmation of his appointment in August 1999.

By mid-March most committee co-chairs had been identified and final confirmation was completed by April. Dr. David Wolf conducted a District-wide half-day workshop on the accreditation process, which most chairs were able to attend. In May and June preliminary planning meetings were held and Co-Chairs actively recruited additional volunteers. The campus Research Office also began preparations for planning and conducting preliminary research and data collection.

In September and October standards committees began their work in earnest. Data collection was completed and the campus-wide computer network was established. This included a web page directory of all committees and individuals with e-mail access and the establishment of an accreditation folder. The folder included a history file, resource file, and draft files for each Standard. Protocols and levels of access were established. The history file included past Self-Study reports as well as visiting team reports. The resource file included data sets and survey responses posted by the campus Research Office. Standard folders allowed committee members to post drafts, edit each others work, and make comments. When a draft was ready for wider review it could be posted to a draft folder, and then an e-mail could be generated to appropriate reviewers. Standard committees met both electronically and face to face. Co-Chairs met face to face on a monthly basis. On a regular basis the campus was notified as standard drafts were completed to seek additional campus input. In November, Barbara Dilworth, Professor of English, agreed to be the editor of the final report.

By February finalized drafts began to be forwarded to the editor. The editor completed a first edit, which was returned to the committee for review. The Self-Study Co-Chairs also reviewed these drafts. By May all of the final revisions were completed, as was the response to the previous visiting team's recommendations. In June the Self-Study Co-Chairs began final preparations for the progress report to the Board of Trustees and for publication of the Report. In July the Public Relations Office began to prepare formatting for the Self-Study Report.

1999-2000 Self-Study Team Composition

Accreditation Self-Study Co-Chairs

Nancy Boyer,
Department Chair/Faculty, English as a Second Language

Wes Bryan,
Vice-President, Instruction

Barbara Dilworth, *Self-Study Editor*
Professor, English

Standard 1. Institutional Mission

Dave Anthony, *Co-Chair*
Dean, Creative Arts

Evelyn "Sam" Weiss, *Co-Chair*
Professor, Nursing/Coordinator Career Education

Americo Lopez-Rodriguez,
Department Chair/Professor, Spanish

Carol Yamashita,
Professor, Office Administration

Richard Yarosh,
Energy Management Facilitator

Linda York,
Department Co-Chair/Counselor

Standard 2. Institutional Integrity

David Barr, *Chair*
Dean, Criminal Justice Training Center and Public Safety

Kathryn Crown,
Professor, English

Shirley Donnelly,
Director, Admissions and Records

Caroll Wood,
Instructional Associate, Chemistry/Drafting

Standard 3. Institutional Effectiveness

Steve Isonio, *Chair*
Faculty, Psychology
Van Dees,
Associate Professor, English as a Second Language
Stephanie Hayward,
Research Assistant I
Beth Hooper,
Professor, Math
Carol Hughes
Associate Dean, Health Center
Bonita Roohk,
Professor, Biological Sciences
Linda Stevens,
Dean, Health Professions and Grievance Officer
Jennifer Sunstein,
Student
Dwayne Thompson,
Supervisor, Research

Standard 4. Educational Programs

Brunilda Cronk, *Co-Chair*
Professor, Spanish
Charlanne Nee, *Co-Chair*
Dean, Business and Information Systems
Crystal Abbott,
Student
Al Campbell,
Professor, Business Data Processing and Computer Science
Robert Castano,
Associate Professor, Engineering Technology
Tom Hermstad,
Professor, Physical Education
Greg Hyska,
Information Systems Technician, Sr.
Janelle Leighton,
Staff Assistant, Sr., International Student Office
Wayne Olson,
Dean, Technology and Vocational Education
Suey Quan,
Professor, Mathematics
Michael Shaughnessy,
Faculty, Physical Education and Health Education
Konrad Stein,
Professor, Physics

Standard 5. Student Support and Development

Margie Bunten, *Co-Chair*
Director, Public Relations and Institutional Advancement
Earnest "Chip" Marchbank, *Co-Chair*
Director, EOPS
David Baird,
Dean, Counseling
Albert Gasparian,
Faculty, Physical Education; Athletic Director
Tom Juno,
Information Systems Technician 2
Sandra Lutz,
Supervisor, Child Care Center
Barbara Sablan,
Staff Aide Physical Education / Athletics / Health Education Division Office
Carmen Sandoval,
Staff Assistant, Sr., Assessment Center
Sandy Taylor,
Student
Lawrence Williams,
Faculty, Chemistry

Standard 6. Information & Learning Resources

Doug Larson, *Co-Chair*
Dean, Social Sciences and New Media Center
Robin Matthews, *Co-Chair*
Professor, Humanities
Marilyn Dorfman,
Dean, Learning Resources
Mary Ruth "Mickey" Jackson
Professor, English
Patrick Milligan,
Information Systems Technician 2
Harvey Reynolds,
Department Chair/Professor, Mathematics
Roxanne Ross,
Associate Professor/Librarian
Pat Stingle,
Staff Aide Creative Arts Division Office
Sandra Whiteside,
Director, Technology Support Services

Standard 7. Faculty & Staff

Eleanor Gajewski, *Co-Chair*
Instructional Services Specialist
Marcella Norling, *Co-Chair*
Faculty, Psychology
Rebecca "Becky" Botello,
Staff Assistant, Personnel
Kristina "Tina" Bruning,
Professor, Nursing; President, CFE/AFT Local 1911
David Hudson,
Dean, Language Arts
Carolyn Kirkpatrick,
Director, Personnel Services
Christana Montes,
Staff Assistant, Intercultural Center
Kimberly Pascoe,
Faculty/Trainer, Regional Resource Center for Deaf and Hard of Hearing

Standard 8. Physical Resources

Sally Coffey, *Co-Chair*
Director, Community and Special Services
Ted Palmer, *Co-Chair*
Department Chair, Technology; Professor, Architecture Technology
Steve Cone,
Director, Maintenance and Operations
Bernard Gilpin,
Professor, Physics
Ken Hamdorf,
Faculty, Physical Education
Albert Jazwiecki,
Information Systems Technician 2, CFCE Local 4794 GWC Campus Representative
Mike Wells,
Supervisor, Evening/Weekend Operations
Loyd Wilcox,
Professor, Mathematics

Standard 9. Financial Resources

Lee Eastwood, *Chair*
Vice-President Administrative Services
John Breihan,
Administrative Dean, Student Support Services
Janet Houlihan,
Director, Fiscal Services
Steve Ludwig,
Director, College Bookstore
Barbara Pogosian,
Professor, Biological Sciences
Jack Wadhams,
Professor, Mathematics

Standard 10. Governance & Administration

Richard Porter, *Co-Chair*
Vice-President, Student Services
Gary Stratton, *Co-Chair*
Department Chair, Physical Education/Health Education; Professor, Physical Education; Chair, CCI
Dibakar Barua,
Department Chair/Professor, English; President, Academic Senate
Rozanne Capoccia,
Student; President, ASB
Brian Conley,
Professor, Art
Dolores Harper
President's Secretary
Valerie Venegas,
Director, Student Activities

Descriptive Background and Demographics

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

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GOLDEN WEST COLLEGE

PREFACE

Huntington Beach, California...

mention the name, and people think of blond-haired surfers riding waves that roll toward golden sand, the Beach Boys singing "Surfin' U.S.A.," harbors filled with exclusive hotels and the yachts of movie stars, Annette and Bobby playing beach volleyball with their high school chums, while hot dogs roast and Coca Cola chills. Huntington Beach is indeed one of the very places which inspired the popular beach movies' myth of endless summer. The image is surf city, where the sun smiles down beneficently all day, every day. But reality is rarely as Hollywood would have it, and times have changed in Southern California. Huntington Beach is an extremely, ethnically diverse, economically polarized, and rapidly-changing environment. Serving this complex service area is Golden West College's mission today.

Beginning at the famous surf, a tour up Beach Boulevard (Highway 39) past the College dramatically shows the enormity of the challenge confronting a public higher education institution committed to serving the entire community. The area within three miles of the ocean is exclusive property, where Pacific Coast Highway runs along eight miles of some of the finest deep-sand beach in California. At the west end, Huntington Harbor with its yachts, gleamingly new Hilton, expensive condominiums, and upscale shopping areas provides the setting for a perfect Chamber of Commerce postcard.

Several years ago the city began its old-town redevelopment project to revive an ailing downtown area. The result is a patchwork of old and new: some buildings retaining their beach village look, some torn down and replaced with shops, restaurants, theater complexes, and gated communities. But, only two miles north, at Beach Boulevard and Adams Avenue, the exclusivity ends.

Adams Avenue marks the beginning of the commercial strip-stores and small businesses on either side of Beach Boulevard-that runs the entire length of Golden West College's service area. This area, between Adams Avenue and Talbert Street, houses middle-class Caucasian families, but pockets of Latino families also live there. However, this area is in transition. It is beginning to have its gang graffiti, bars on the windows, and run-down buildings. Recently, at Huntington Beach High School, one of the area high schools whose students go on to Golden West College, school officials and police held a meeting for parents at which the police displayed an arsenal of weapons that included guns, ammunition, and knives. The parents were shocked to learn that these weapons had been confiscated from student lockers.

West of Beach Boulevard is Gothard Street, where less than a decade ago, highly productive farmland was producing cauliflower, mushrooms, and broccoli. But Gothard is now an eight-mile industrial strip that provides jobs for the community and valuable linkage/support to the College's vocational programs. The street also attracts scores of migrant workers and day laborers who live in the area. Seven days a week, in groups of 50-60, these people wait on street corners for work at the meager pay of $5.00 per hour or less. At nearby Gothard and Warner is the Warner Avenue Baptist Church, one of the oldest churches in Huntington Beach. Its marquee is written in Vietnamese, but the church offers worship services in both Vietnamese and Spanish for its ethnically diverse congregation. In this vicinity is the Oak View area, which has its own police precinct to address the high-density criminal activities that regularly occur there.

Although there are pockets of poverty all over Huntington Beach, one in particular is close by at the southern boundary of the campus. Between Talbert and Edinger Avenues is a low income, high-density population area where poor Latinos and Caucasians live, mostly in small apartments.

Although some Latinos live between Edinger and Bolsa Avenues in the city of Westminster, the area is primarily Vietnamese. Little Saigon, to the east of Beach Boulevard, has the highest concentration of Vietnamese people in the United States and the largest Vietnamese community outside of Vietnam. A person can drive for blocks along Bolsa Avenue without seeing one sign in English. This concentrated ethnic area was formed in two waves of immigration. The first wave was composed mainly of highly trained and educated professionals who had been working with Americans in Vietnam. The second wave, first comprising boat people and then, later, legal refugees from Vietnam, has been typically less educated, less sophisticated, and less able to adapt to the new culture. The Vietnamese, generally very hard working people who see education as the way to a better and future, make up a significant portion of student population at Golden West College.

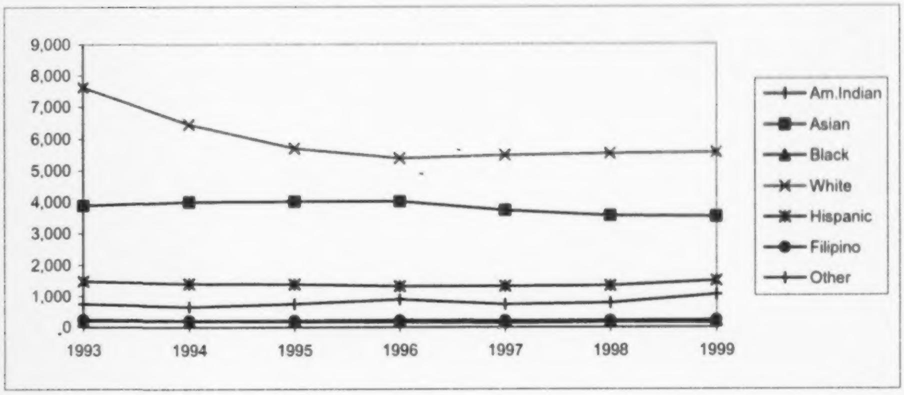
Here Beach Boulevard divides the Vietnamese on the east from high concentrations of Latinos, Koreans, and Samoans who have their own stores and food shops to the west. They also are generally hard working people, trying to assure their children a better education and life.

There is tension between the people living east and and those living west of Beach Boulevard. Westminster High School, which serves this area, has become a closed campus in order to keep out undesirable elements.

Farther north from the ocean on Beach Boulevard is the city of Stanton; another mixed low-income area, rife with dilapidated buildings. Finally, we have reached the northern edge of the College's service area.

Students find their way to the College from this entire diverse area. The challenge for Golden West College is to continue its tradition of academic excellence combined with open access in the face of this increasingly diverse student population.

A review of the student enrollment history (Figure 1) at Golden West College demonstrates, rather dramatically, the changes described in the previous narrative. There has been a decline in the number of White students, with a low in 1996. In 1996 the College demographics began to change again. As the number of Asian students began to decline, there were increases in both the numbers of White and Hispanic students.

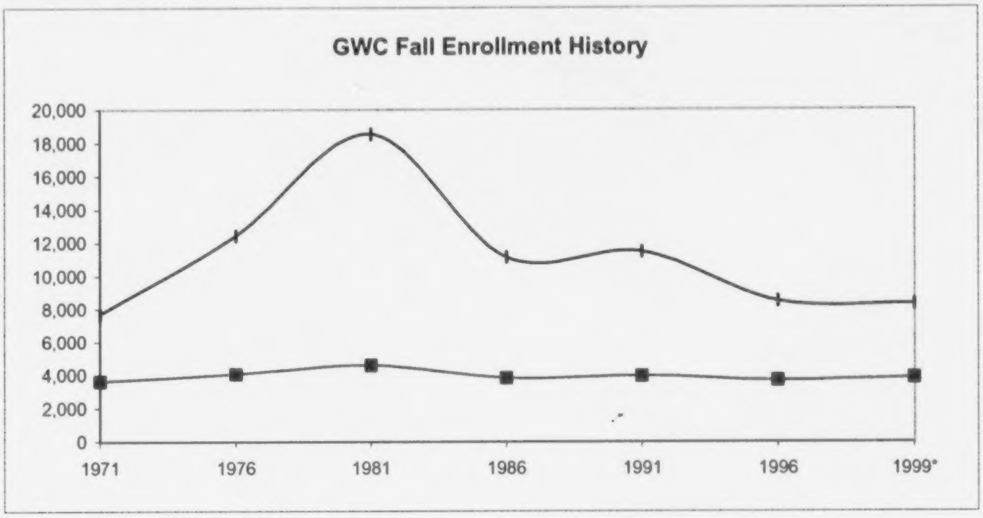


	1993	1994	1995	1996	1997	1998	1999
Am.Indian	225	192	179	156	123	153	143
Asian	3,884	4,004	4,022	4,017	3,731	3,559	3,521
Black	197	190	204	215	208	194	192
White	7,626	6,457	5,700	5,384	5,478	5,522	5,548
Hispanic	1,469	1,393	1,370	1,310	1,316	1,324	1,491
Filipino	241	203	198	205	198	210	221
Other	736	655	742	890	733	780	1,044
Total	14,378	13,094	12,415	12,177	11,787	11,742	12,160

	1993	1994	1995	1996	1997	1998	1999
Am.Indian	1.6%	1.5%	1.4%	1.3%	1.0%	1.3%	1.2%
Asian	27.0%	30.6%	32.4%	33.0%	31.7%	30.3%	29.0%
Black	1.4%	1.5%	1.6%	1.8%	1.8%	1.7%	1.6%
White	53.0%	49.3%	45.9%	44.2%	46.5%	47.0%	45.6%
Hispanic	10.2%	10.6%	11.0%	10.8%	11.2%	11.3%	12.3%
Filipino	1.7%	1.6%	1.6%	1.7%	1.7%	1.8%	1.8%
Other	5.1%	5.0%	6.0%	7.3%	6.2%	6.6%	8.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Student enrollment at Golden West College has varied significantly over the years. As depicted in Figure 2, Golden West College peaked in enrollment in 1982, with nearly 5,000 full-time, and over 15,000 part-time students. These numbers have dropped steadily through 1999, when only 3,854 were enrolled full-time, along with 8,306 part-time students. Figure 2 depicts these overall trends (headcounts) over time, since 1971.

Figure 2 - Enrollment History


GWC Fall Enrollment History

	1971	1976	1981	1986	1991	1996	1999*
PART-TIME	67.8%	75.4%	80.2%	74.5%	74.4%	69.8%	68.3%
FULL-TIME	32.2%	24.6%	19.8%	25.5%	25.6%	30.2%	31.7%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	1971	1976	1981	1986	1991	1996	1999*
PART-TIME	7,677	12,432	18,522	11,158	11,488	8,497	8,306
FULL-TIME	3,641	4,058	4,579	3,821	3,951	3,680	3,854
TOTAL	11,318	16,490	23,101	14,979	15,439	12,177	12,160

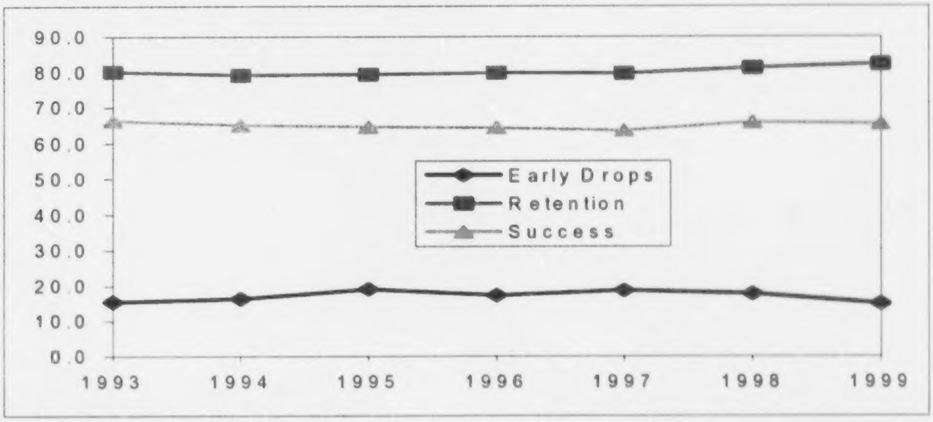
* Break in scale

Because many students come to us academically underprepared to handle college-level work, they are often unable to fulfill their educational goals. Yet they are the students who need us the most. Golden West College is committed to helping these students. Our talented and committed faculty are deeply concerned about them, and we have many people in the community who are willing to assist. The College began in the mid-nineties to discuss how to improve its service to these students by the formation of a Task Force on Student Underpreparedness. This group developed an agenda to help meet the identified student needs. Some committee members joked early on that the task force should have been called "College Underpreparedness" to more accurately focus the institution on its responsibility to adapt to the new challenges it was facing. The Task Force clearly focused its attention on helping the College focus on three important goals; (1) to support activities and initiatives that were aimed at improving student retention, (2) success, and (3) to address the issues contributing to the increase in early student withdrawals. Figure 3, supports the finding that the College has begun to make significant progress in addressing these goals.

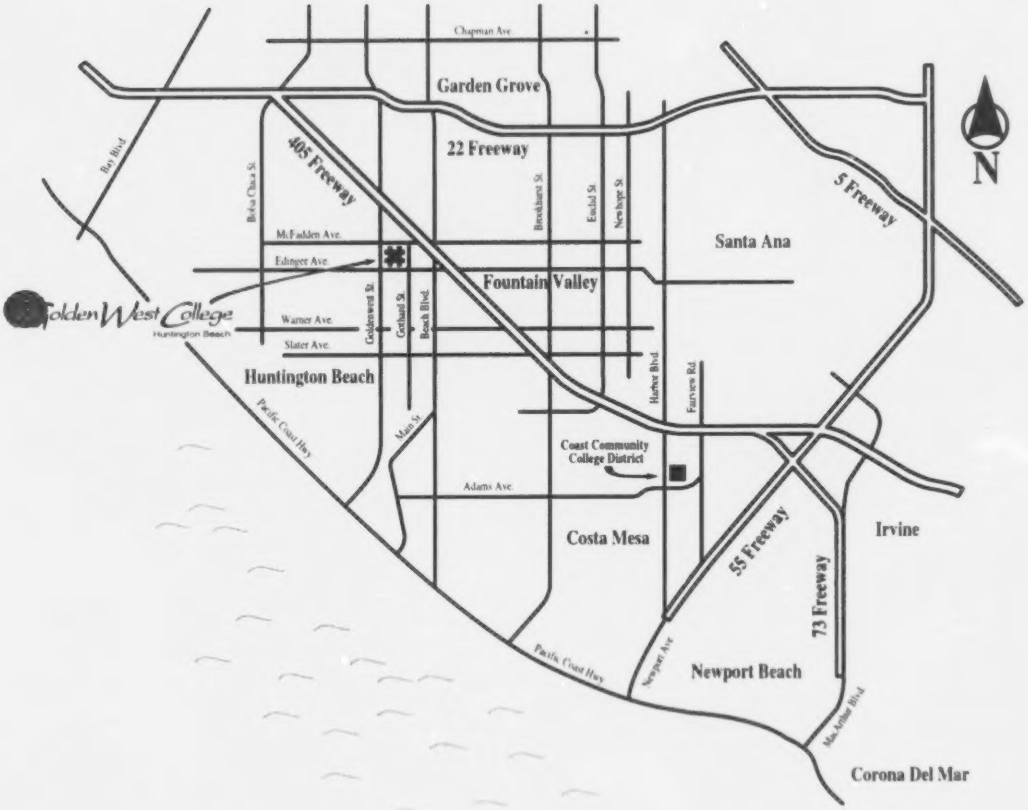
The overall Early Drop Rate has decreased from a high of 19.1 in the Fall of 1995 to a low of 14.9 in the Fall of 1999. Several college initiatives have contributed to this effort. Matriculation has looked at appropriate placement, Project Call Back has trained instructors to make early contact, and in numerous communications to staff, the College has stressed the importance of the first several weeks of instruction for fragile students. These efforts have positively effected the decrease in drop rates.

Keeping students during the first several weeks is only part of the solution retaining them for the whole semester and helping them succeed are the other two essential goals. Figure 3 demonstrates significant gains in these areas as well. The college retention rate increased from a low in the fall of 1994 of 79.2% to a high of 82.2% by the Fall of 1999. Additionally the Student Success rate college wide increased from 64.4% in the Fall of 1996 to 65.4% by the Fall of 1999. These gains were made because the College understood that these students needed coordinated support and assistance throughout the entire educational process; they do not need lowered standards and a watered-down curriculum. The challenge, as we see it, is to make high quality, higher education accessible to all our students through systematic support programs.

Figure 3 - Early Drop Rates, Retention Rates and Success Rates



Myth has it that there is a pot of gold at the end of the rainbow. In spite of its name, Golden West College is not golden. Instead, it is a rainbow reflecting the rich diversity of our student body. We see our service area's diversity as an asset as well as a challenge. Indeed, few colleges are as well positioned as Golden West College to offer programs that can help us meet the needs of our diverse student body. With continued careful planning and change, we can succeed in providing a quality education to our traditional students as well as to our new Americans. We believe that by implementing many of the plan goals identified in the self-study, we will enable our staff and students to succeed and thus succeed in fulfilling our mission. We must do so. It is important for California and for American society as a whole.


Chapman Ave.
Garden Grove
22 Freeway
405 Freeway
Bay Blvd
Bolsa Chica St.
Brookhurst St.
Euclid St.
Newhope St.
5 Freeway
N
Santa Ana
McFadden Ave.
Edinger Ave.
Fountain Valley
Golden West College
Huntington Beach
Warner Ave.
Slater Ave.
Goldenwest St.
Gothard St.
Beach Blvd.
Huntington Beach
Harbor Blvd.
Fairview Rd.
Pacific Coast Hwy
Main St.
Coast Community College District
Adams Ave.
Costa Mesa
55 Freeway
Irvine
73 Freeway
Pacific Coast Hwy
Newport Ave.
Newport Beach
MacArthur Blvd
Corona Del Mar

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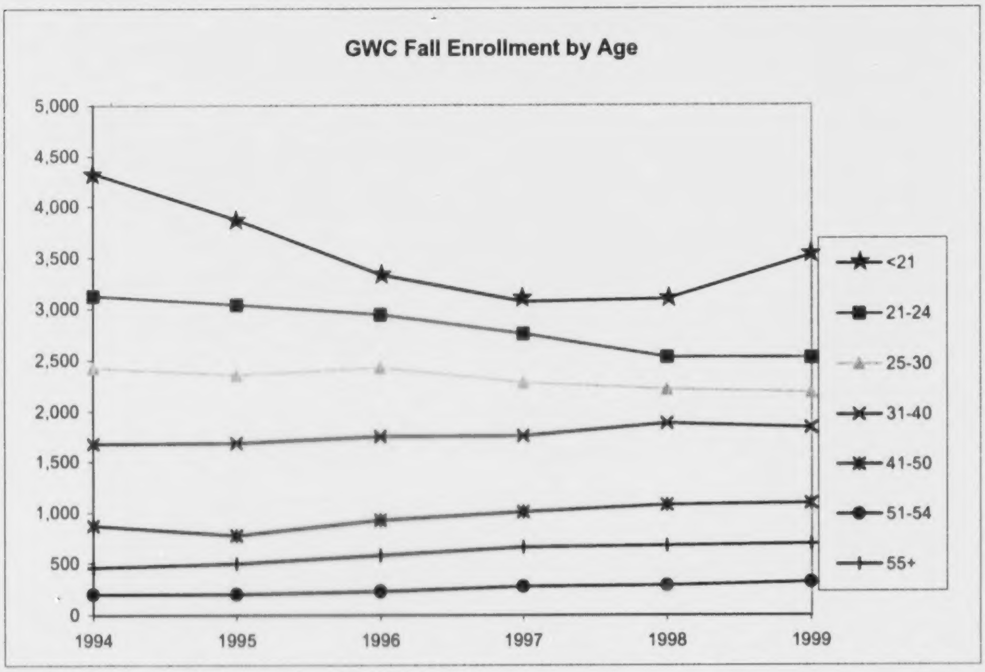
Fall 1999 Student Enrollment Snapshot

(as of Saturday morning at the End of the Third Week)

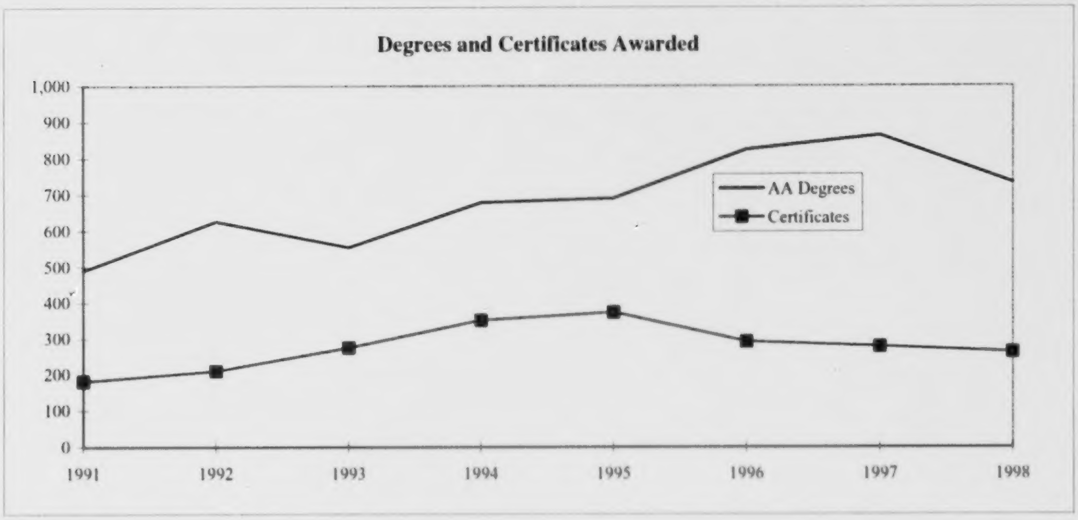
	Count	%
Total	12,160	100.0%
GENDER		
Male	5,592	46.0%
Female	6,568	54.0%
TIME OF DAY		
Day Only	4,168	34.3%
Evening Only	3,117	25.6%
Day and Evening	4,875	40.1%
AGE		
Under 21	3,521	29.0%
21-24	2,524	20.8%
25-30	2,180	17.9%
31-40	1,837	15.1%
41-50	1,090	9.0%
51-54	316	2.6%
55+	692	5.7%
EDUCATIONAL GOAL		
Transfer	2,129	17.5%
AA degree	4,282	35.2%
AA Voc	185	1.5%
AA Gen Ed	539	4.4%
Certificate	495	4.1%
Job skills	474	3.9%
HS credit	23	0.2%
Personal	1,018	8.4%
Undecided	1,847	15.2%
Unreported	244	2.0%
Disc Career	266	2.2%
Career Advnc	398	3.3%
Basic skills	188	1.5%
Mait. Cert.	72	0.6%
ENTRANCE LEVEL		
0-30 units	6,862	56.4%
30-60	1,619	13.3%
60+	853	7.0%
AA/AS Degree	683	5.6%
BA/BS Degree	1,253	10.3%
HS Student	129	1.1%
Unknown	761	6.3%
Hold BA Degree or Higher	1,256	10.3%

	Count	%
Total	12,160	100.0%
HIGH SCHOOL GRADUATE		
Graduate	843	6.9%
GED	405	3.3%
Cert of Equiv	3	0.0%
Prof Exam	131	1.1%
Cert Comp	3	0.0%
Foreign Secondary	1,285	10.6%
Non Graduate	588	4.8%
Unknown	1,315	10.8%
ATTEND ANOTHER COLLEGE		
Yes	6,896	56.7%
No	5,264	43.3%
UNIT LOAD THIS SEMESTER		
0.1-5.9	5,016	41.3%
6.0-11.9	3,762	30.9%
12.0-18.9	3,176	26.1%
19+	71	0.6%
NC only	135	1.1%
UNITS COMPLETED, NO DEGREE		
0-15 units	5,556	45.7%
15.1-30	1,517	12.5%
30.1-45	1,086	8.9%
45.1-60	802	6.6%
60+	1,282	10.5%
ENROLLMENT STATUS		
First Time	4,548	37.4%
Continuing	5,567	45.8%
Returning	1,887	15.5%
Transfer	17	0.1%
High School	141	1.2%
SUMMARY		
Asian	3,521	29.0%
Black	192	1.6%
Filipino	221	1.8%
Hispanic	1,491	12.3%
Amer Ind	143	1.2%
Pac Islander	67	0.6%
White	5,548	45.6%
Other/Unknown	977	8.0%


GWC Fall Enrollment by Age

	1994	1995	1996	1997	1998	1999
<21	33.1%	31.2%	27.4%	26.0%	26.4%	29.0%
21-24	23.9%	24.5%	24.2%	23.4%	21.5%	20.8%
25-30	18.5%	19.0%	19.9%	19.3%	18.8%	17.9%
31-40	12.8%	13.6%	14.4%	14.9%	16.0%	15.1%
41-50	6.6%	6.2%	7.6%	8.5%	9.1%	9.0%
51-54	1.5%	1.6%	1.9%	2.4%	2.4%	2.6%
55+	3.5%	4.0%	4.8%	5.6%	5.7%	5.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	1994	1995	1996	1997	1998	1999
<21	4,333	3,870	3,334	3,066	3,096	3,521
21-24	3,126	3,038	2,943	2,753	2,526	2,524
25-30	2,422	2,354	2,423	2,276	2,212	2,180
31-40	1,680	1,686	1,749	1,754	1,879	1,837
41-50	870	771	923	1,003	1,072	1,090
51-54	202	198	226	277	284	316
55+	461	498	579	658	673	692
Total	13,094	12,415	12,177	11,787	11,742	12,160

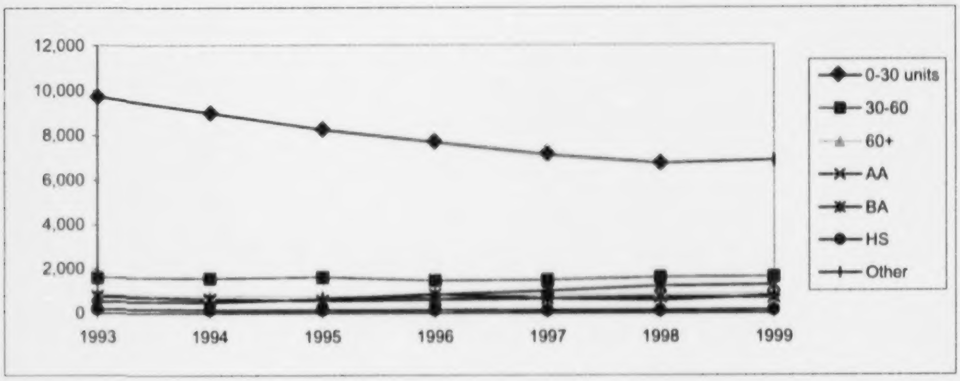


	1991	1992	1993	1994	1995	1996	1997	1998
AA Degrees	490	627	555	679	690	824	863	733
Certificates	181	210	275	352	374	292	278	263
Total	671	837	830	1,031	1,064	1,116	1,141	996

	1991	1992	1993	1994	1995	1996	1997	1998
AA Degrees	73.0%	74.9%	66.9%	65.9%	64.8%	73.8%	75.6%	73.6%
Certificates	27.0%	25.1%	33.1%	34.1%	35.2%	26.2%	24.4%	26.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Counts include students who receive both an AA degree and a certificate.

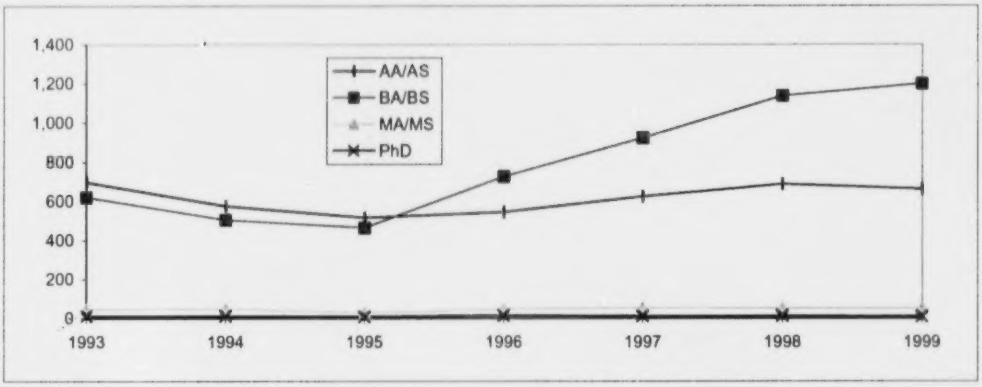
Enrollment by Entrance Level



	1993	1994	1995	1996	1997	1998	1999
0-30 units	9,735	8,982	8,249	7,689	7,106	6,750	6,862
30-60	1,608	1,554	1,599	1,469	1,471	1,593	1,619
60+	840	758	740	673	813	831	853
AA	750	611	551	582	652	707	683
BA	759	604	535	807	987	1,208	1,253
HS	165	116	115	114	108	97	129
Other	521	469	626	843	650	556	761
Total	14,378	13,094	12,415	12,177	11,787	11,742	12,160

	1993	1994	1995	1996	1997	1998	1999
0-30 units	67.7%	68.6%	66.4%	63.1%	60.3%	57.5%	56.4%
30-60	11.2%	11.9%	12.9%	12.1%	12.5%	13.6%	13.3%
60+	5.8%	5.8%	6.0%	5.5%	6.9%	7.1%	7.0%
AA	5.2%	4.7%	4.4%	4.8%	5.5%	6.0%	5.6%
BA	5.3%	4.6%	4.3%	6.6%	8.4%	10.3%	10.3%
HS	1.1%	0.9%	0.9%	0.9%	0.9%	0.8%	1.1%
Other	3.6%	3.6%	5.0%	6.9%	5.5%	4.7%	6.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment by Highest Degree Held



	1993	1994	1995	1996	1997	1998	1999
AA/AS	698	576	517	544	624	686	661
BA/BS	620	505	467	726	919	1,135	1,196
MA/MS	44	47	29	48	55	50	51
PhD	11	11	9	13	10	11	9
None	13,005	11,955	11,393	10,840	10,179	9,860	10,243
Total	14,378	13,094	12,415	12,171	11,787	11,742	12,160

	1993	1994	1995	1996	1997	1998	1999
AA/AS	4.9%	4.4%	4.2%	4.5%	5.3%	5.8%	5.4%
BA/BS	4.3%	3.9%	3.8%	6.0%	7.8%	9.7%	9.8%
MA/MS	0.3%	0.4%	0.2%	0.4%	0.5%	0.4%	0.4%
PhD	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
None	90.5%	91.3%	91.8%	89.1%	86.4%	84.0%	84.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: 1993 - Differential fees for BA/BS holders implemented
1996 - Differential fees discontinued

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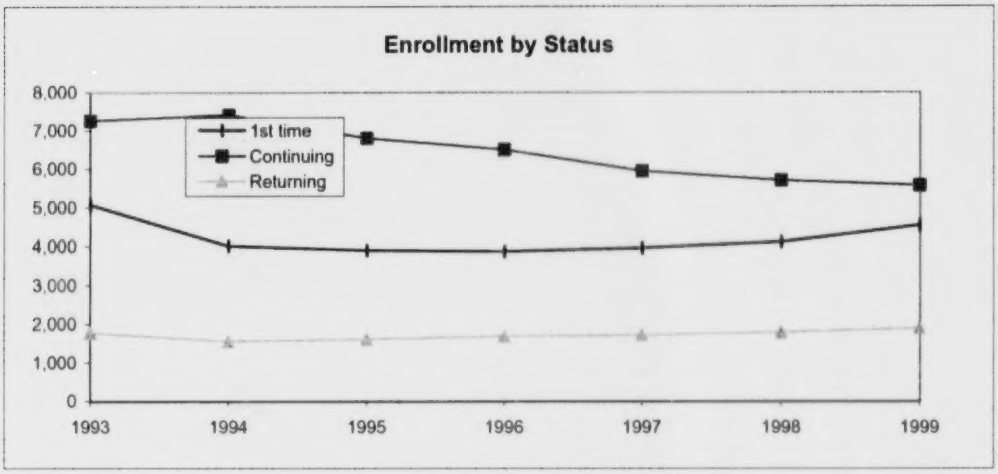
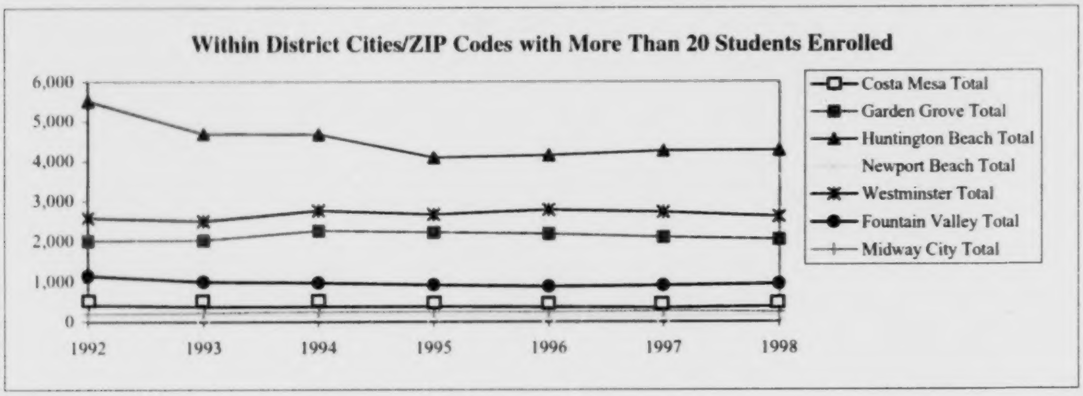


	1993	1994	1995	1996	1997	1998	1999
1st time	5,069	4,015	3,893	3,865	3,951	4,112	4,548
Continuing	7,253	7,415	6,793	6,494	5,946	5,707	5,567
Returning	1,774	1,553	1,614	1,691	1,720	1,780	1,887
1st time trans	40	23	22	20	66	51	17
HS	242	88	93	107	104	92	141
Total	14,378	13,094	12,415	12,177	11,787	11,742	12,160

	1993	1994	1995	1996	1997	1998	1999
1st time	35.3%	30.7%	31.4%	31.7%	33.5%	35.0%	37.4%
Continuing	50.4%	56.6%	54.7%	53.3%	50.4%	48.6%	45.8%
Returning	12.3%	11.9%	13.0%	13.9%	14.6%	15.2%	15.5%
1st time trans	0.3%	0.2%	0.2%	0.2%	0.6%	0.4%	0.1%
HS	1.7%	0.7%	0.7%	0.9%	0.9%	0.8%	1.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

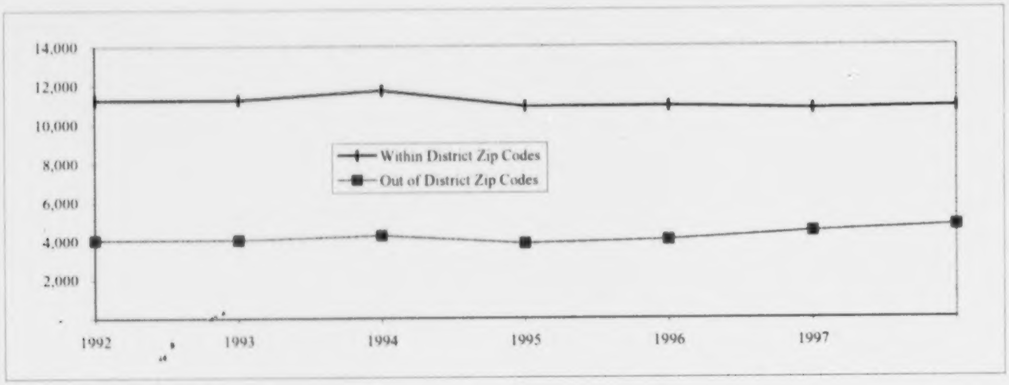


Within District Cities/ZIP Codes with More Than 20 Students Enrolled

	1992	1993	1994	1995	1996	1997	1998
Costa Mesa							
92626	244	214	211	203	234	180	195
92627	173	164	166	164	130	160	174
Costa Mesa Total	**417**	**378**	**377**	**367**	**364**	**340**	**369**
Garden Grove							
92640,92840	326	332	390	375	386	313	355
92641,92841	410	433	470	470	406	435	418
92643,92843	508	535	598	579	569	546	505
92644,92844	492	479	570	582	587	575	518
92645,92845	282	248	239	224	237	234	245
Garden Grove Total	**2,018**	**2,027**	**2,267**	**2,230**	**2,185**	**2,103**	**2,041**
Huntington Beach							
92646	901	747	800	680	631	755	704
92647	2,396	2,118	2,083	1,854	1,905	1,831	1,783
92648	1,077	903	882	757	747	842	846
92649	1,143	924	911	803	864	833	939
Huntington Beach Total	**5,517**	**4,692**	**4,676**	**4,094**	**4,147**	**4,261**	**4,272**
Newport Beach							
92625	27	23	20	17	12	12	23
92660	49	38	43	40	43	45	50
92661	14	15	15	19	11	13	13
92662	6	8	8	3	4	4	9
92663	93	64	78	72	67	67	59
Newport Beach Total	**189**	**148**	**164**	**151**	**137**	**141**	**154**
Westminster Total	**2,586**	**2,503**	**2,765**	**2,665**	**2,773**	**2,728**	**2,612**
Fountain Valley Total	**1,141**	**999**	**974**	**918**	**868**	**902**	**939**
Sunset Beach Total	**42**	**32**	**23**	**22**	**28**	**30**	**31**
Midway City Total	**197**	**218**	**242**	**254**	**240**	**261**	**230**
Within District Cities Total	**12,107**	**10,997**	**11,488**	**10,701**	**10,742**	**10,766**	**10,648**

Source: MIS Spring Student Basic Databases

CCCD District Boundaries



	1992	1993	1994	1995	1996	1997	1998
Within District Zip Codes	12,389	11,259	11,738	10,911	10,924	10,766	10,866
Out of District Zip Codes	4,178	4,049	4,280	3,865	4,048	4,459	4,761
	16,567	15,308	16,018	14,776	14,972	15,225	15,627

	1992	1993	1994	1995	1996	1997	1998
Within District Zip Codes	74.8%	73.5%	73.3%	73.8%	73.0%	70.7%	69.5%
Out of District Zip Codes	25.2%	26.5%	26.7%	26.2%	27.0%	29.3%	30.5%
	100%	100%	100%	100%	100%	100%	100%

Notes: Represents all students registering includes second nine-week courses)

Source: MIS Spring Student Basic Databases

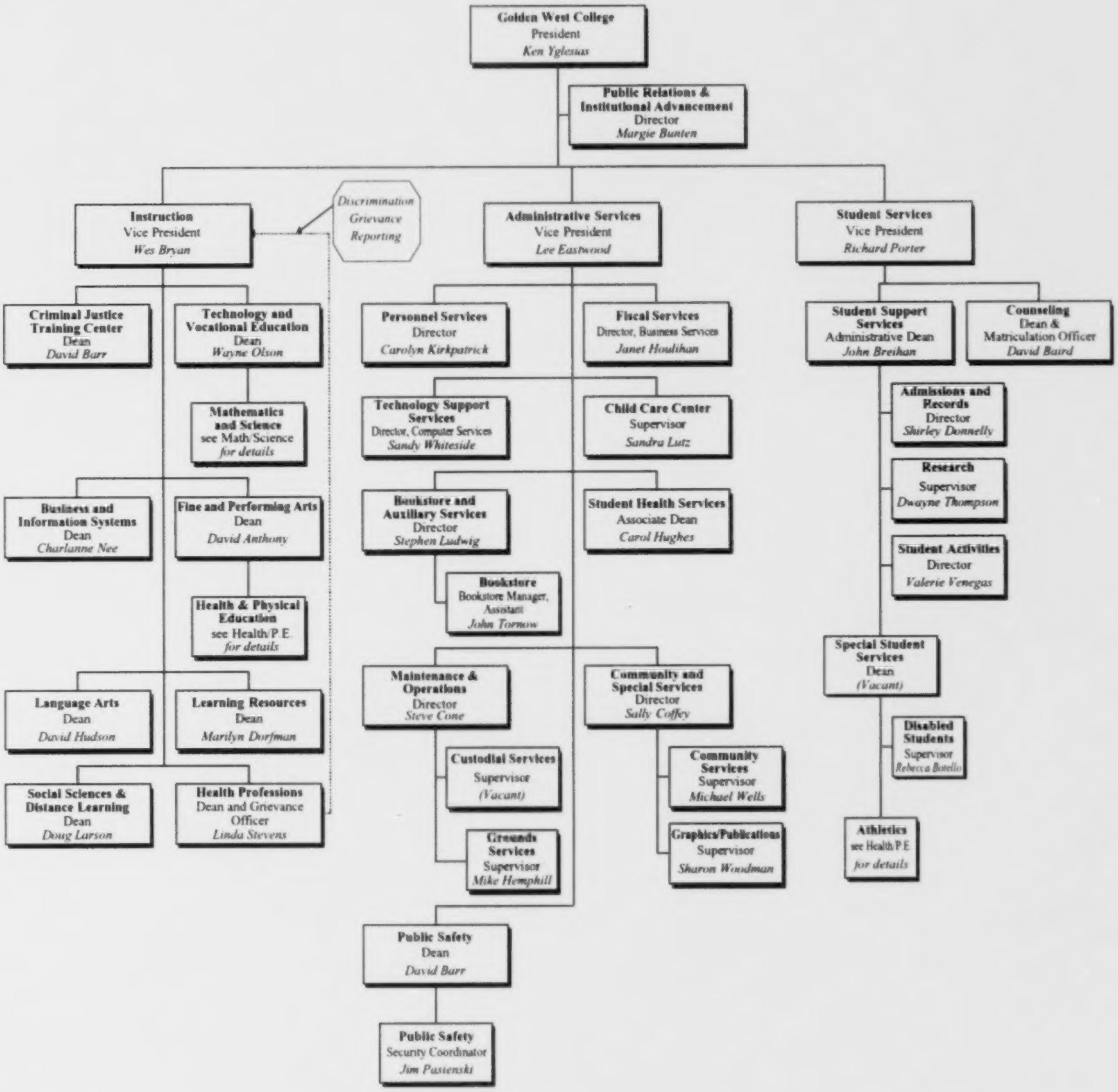
Organization of the Institution,
1990-2000 Academic Year

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Administrative Positions

rev. 04/03/00


Golden West College
President
Ken Yglesias
Public Relations & Institutional Advancement
Director
Margie Bunten
Instruction
Vice President
Wes Bryan
Discrimination Grievance Reporting
Administrative Services
Vice President
Lee Eastwood
Student Services
Vice President
Richard Porter
Criminal Justice Training Center
Dean
David Barr
Technology and Vocational Education
Dean
Wayne Olson
Mathematics and Science
see Math/Science for details
Business and Information Systems
Dean
Charlanne Nee
Fine and Performing Arts
Dean
David Anthony
Health & Physical Education
see Health/P.E. for details
Language Arts
Dean
David Hudson
Learning Resources
Dean
Marilyn Dorfman
Social Sciences & Distance Learning
Dean
Doug Larson
Health Professions
Dean and Grievance Officer
Linda Stevens
Personnel Services
Director
Carolyn Kirkpatrick
Fiscal Services
Director, Business Services
Janet Houlihan
Technology Support Services
Director, Computer Services
Sandy Whiteside
Child Care Center
Supervisor
Sandra Lutz
Bookstore and Auxiliary Services
Director
Stephen Ludwig
Student Health Services
Associate Dean
Carol Hughes
Bookstore
Bookstore Manager, Assistant
John Tornow
Maintenance & Operations
Director
Steve Cone
Community and Special Services
Director
Sally Coffey
Custodial Services
Supervisor
(Vacant)
Grounds Services
Supervisor
Mike Hemphill
Community Services
Supervisor
Michael Wells
Graphics/Publications
Supervisor
Sharon Woodman
Public Safety
Dean
David Barr
Public Safety
Security Coordinator
Jim Pasienski
Student Support Services
Administrative Dean
John Breihan
Counseling
Dean & Matriculation Officer
David Baird
Admissions and Records
Director
Shirley Donnelly
Research
Supervisor
Dwayne Thompson
Student Activities
Director
Valerie Venegas
Special Student Services
Dean
(Vacant)
Disabled Students
Supervisor
Rebecca Botello
Athletics
see Health/P.E. for details

Note: Complete organizational charts are included in the GWC Personnel Compendium.

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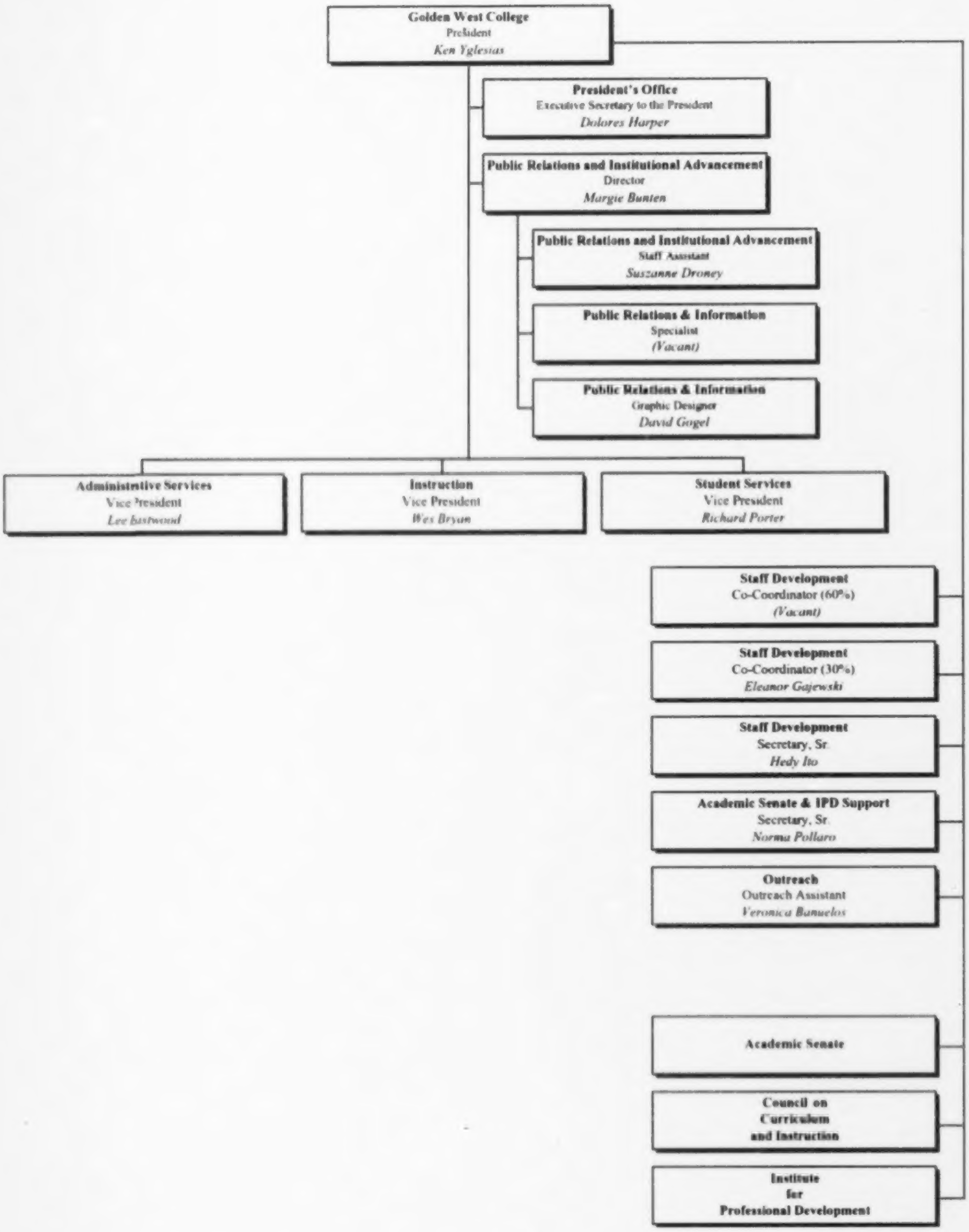
President's Office

rev. 04/03/00


Golden West College
President
Ken Yglesias
President's Office
Executive Secretary to the President
Dolores Harper
Public Relations and Institutional Advancement
Director
Margie Bunten
Public Relations and Institutional Advancement
Staff Assistant
Suszanne Droney
Public Relations & Information
Specialist
(Vacant)
Public Relations & Information
Graphic Designer
David Gogel
Administrative Services
Vice President
Lee Eastwood
Instruction
Vice President
Wes Bryan
Student Services
Vice President
Richard Porter
Staff Development
Co-Coordinator (60%)
(Vacant)
Staff Development
Co-Coordinator (30%)
Eleanor Gajewski
Staff Development
Secretary, Sr.
Hedy Ito
Academic Senate & IPD Support
Secretary, Sr.
Norma Pollaro
Outreach
Outreach Assistant
Veronica Banuelos
Academic Senate
Council on Curriculum and Instruction
Institute for Professional Development

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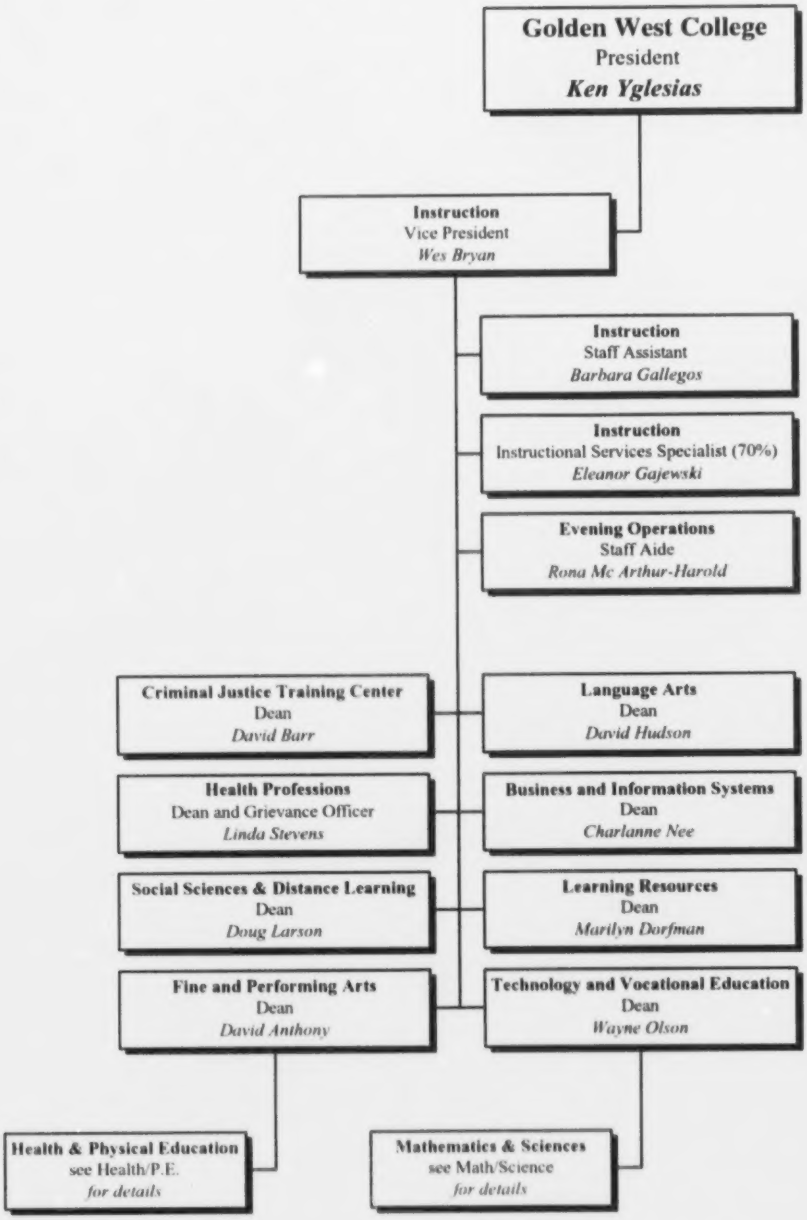
Instruction Division

rev. 08/24/99


Golden West College
President
Ken Yglesias
Instruction
Vice President
Wes Bryan
Instruction
Staff Assistant
Barbara Gallegos
Instruction
Instructional Services Specialist (70%)
Eleanor Gajewski
Evening Operations
Staff Aide
Rona Mc Arthur-Harold
Criminal Justice Training Center
Dean
David Barr
Language Arts
Dean
David Hudson
Health Professions
Dean and Grievance Officer
Linda Stevens
Business and Information Systems
Dean
Charlanne Nee
Social Sciences & Distance Learning
Dean
Doug Larson
Learning Resources
Dean
Marilyn Dorfman
Fine and Performing Arts
Dean
David Anthony
Technology and Vocational Education
Dean
Wayne Olson
Health & Physical Education
see Health/P.E.
for details
Mathematics & Sciences
see Math/Science
for details

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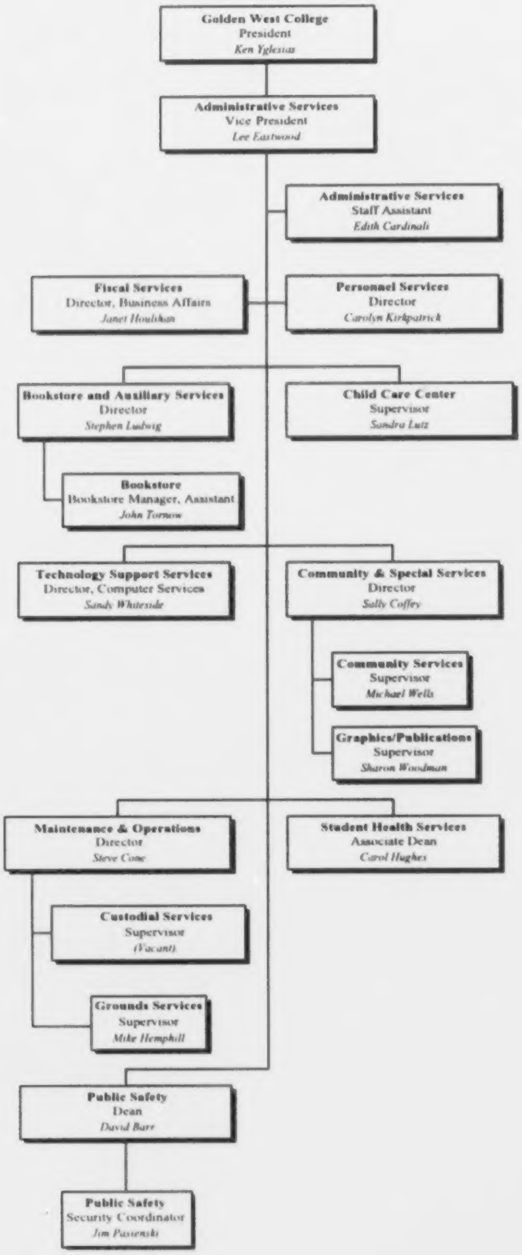
Administrative Services

rev. 04/03/00


Golden West College
President
Ken Yglesias
Administrative Services
Vice President
Lee Eastwood
Administrative Services
Staff Assistant
Edith Cardinali
Fiscal Services
Director, Business Affairs
Janet Houlihan
Personnel Services
Director
Carolyn Kirkpatrick
Bookstore and Auxiliary Services
Director
Stephen Ludwig
Child Care Center
Supervisor
Sandra Lutz
Bookstore
Bookstore Manager, Assistant
John Tornow
Technology Support Services
Director, Computer Services
Sandy Whiteside
Community & Special Services
Director
Sally Coffey
Community Services
Supervisor
Michael Wells
Graphics/Publications
Supervisor
Sharon Woodman
Maintenance & Operations
Director
Steve Cone
Student Health Services
Associate Dean
Carol Hughes
Custodial Services
Supervisor
(Vacant)
Grounds Services
Supervisor
Mike Hemphill
Public Safety
Dean
David Barr
Public Safety
Security Coordinator
Jim Pasienski

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Student Services Division

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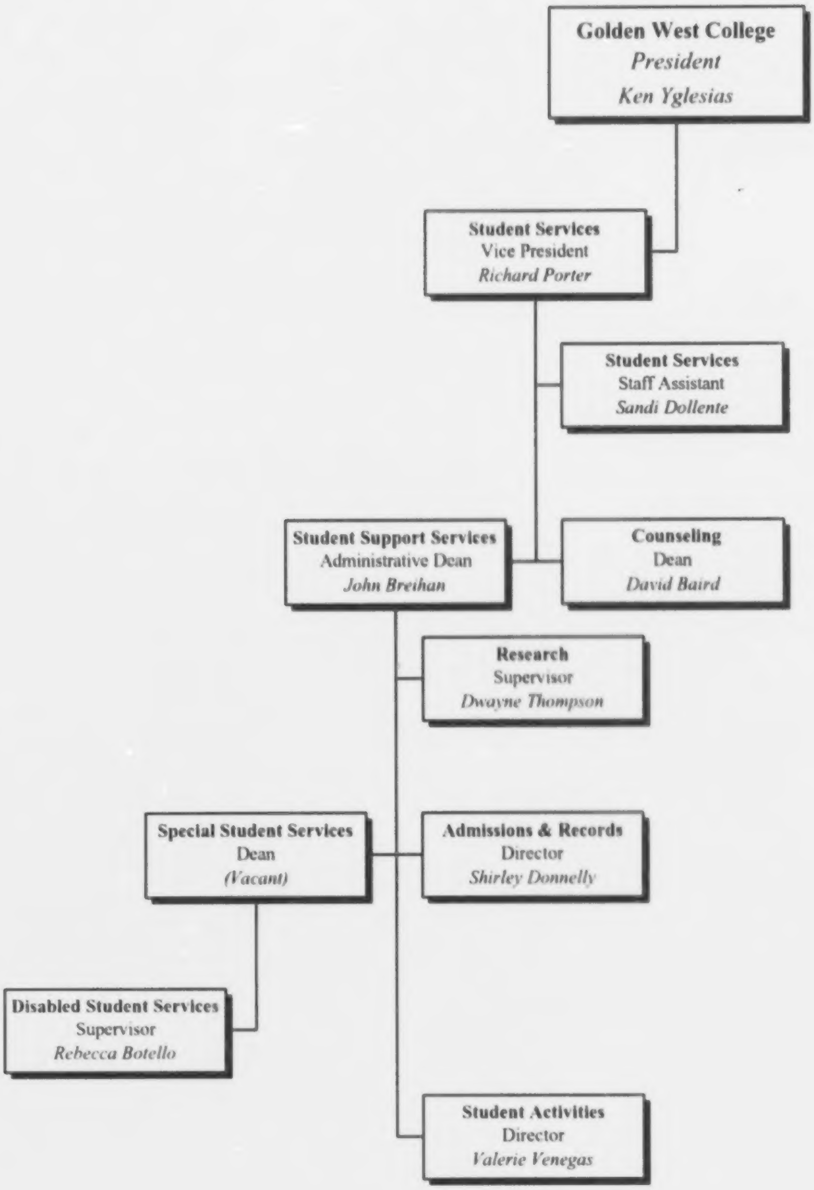
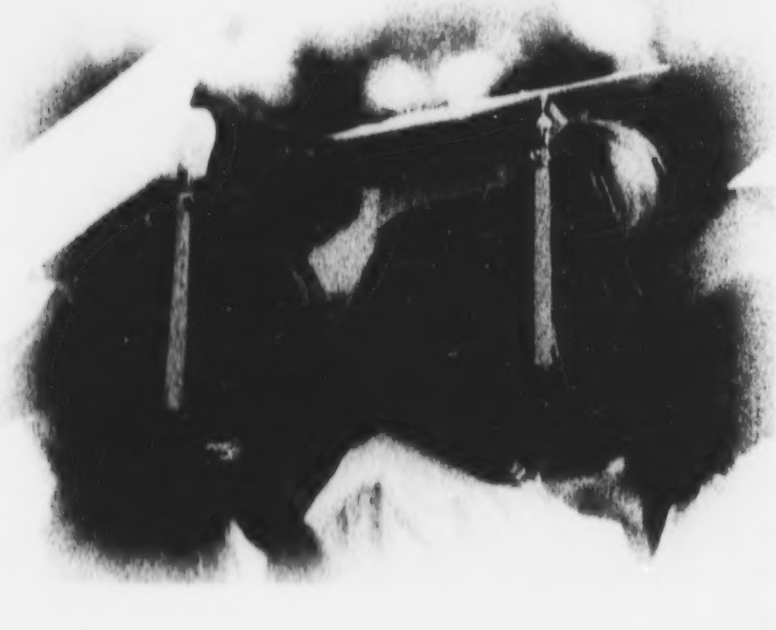

Golden West College
President
Ken Yglesias
Student Services
Vice President
Richard Porter
Student Services
Staff Assistant
Sandi Dollente
Student Support Services
Administrative Dean
John Breihan
Counseling
Dean
David Baird
Research
Supervisor
Dwayne Thompson
Special Student Services
Dean
(Vacant)
Admissions & Records
Director
Shirley Donnelly
Disabled Student Services
Supervisor
Rebecca Botello
Student Activities
Director
Valerie Venegas

Certification of Continued Compliance with Eligibility Requirements

Accreditation Self-Study
1999 - 2000



Golden West College
Huntington Beach

Certification of Continued Compliance With Eligibility Requirements

1. **AUTHORITY.**
Golden West College is authorized by the State of California to operate as a public institution of higher education and to award degrees.
(see page 3 of the College Catalog)

2. **MISSION.**
The institutional Mission Statement of Golden West College has been formally adopted and is published in major college publications, including the college catalog.

3. **GOVERNING BOARD.**
The Coast Community College District has a functioning Governing Board that is ultimately responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.

4. **CHIEF EXECUTIVE OFFICER.**
The College President , Kenneth P. Yglesias, Ed.D., has been appointed by the Board of Trustees of the Coast Community College District and has primary administrative responsibility to Golden West College.

5. **ADMINISTRATIVE CAPACITY.**
Golden West College has more than sufficient staff who are appropriately prepared to provide the administrative services necessary to support the college mission. Organizational charts for the College are included in the institutional organization section earlier in this report. The GWC Personnel Compendium contains several detailed organizational charts that supplement the primary ones included in this report.

6. **OPERATIONAL STATUS.**
Golden West College provides educational and support services to approximately 12,000 students pursuing a variety of educational goals, including degree/certificate completion, transfer, vocational education, and personal growth and development. A brief discussion of the enrollment history of the College is included in the Student Demographics section of this report.

7. **DEGREES.**
Most of the educational offerings at Golden West College lead to Associate in Arts degrees, and a significant proportion of students are enrolled in these degree-applicable offerings.

8. **EDUCATIONAL PROGRAMS.**
The College's principal degree programs are congruent with the overall college mission, are based on typical higher educational fields of study, are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Many of the degree programs are of two academic years in length. The college catalog includes details about degrees that support the mission of the College and documents courses, units, and the curricular sequence of the educational programs.

9. **ACADEMIC CREDIT.**
Golden West College awards academic credit based on generally accepted practices in degree-granting institutions of higher education. The college catalog contains details about policies on transfer and award of credit.

10. **EDUCATIONAL OBJECTIVES.**
The educational objectives of each program are defined and published for students by the College in the college catalog.

11. **GENERAL EDUCATION.**
Golden West College incorporates a well defined general educational component into its programs designed to ensure breadth of knowledge and to promote intellectual inquiry. This component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. The college catalog has a listing of general education courses with course descriptions.

12. **FACULTY.**
A sufficient number of experienced and qualified faculty have full-time responsibility for the institution's educational programs. The District/College Hiring Policy outlines guidelines for selection of faculty members. A statement of faculty responsibilities has been adopted. Finally, the college catalog lists names of contract faculty and their degrees and experience.

13. **STUDENT SERVICES.**
Appropriate student services consistent with student characteristics and needs are provided for all students.

14. **ADMISSIONS.**
Clear and appropriate admission policies have been adopted and are used by the College.

15. **INFORMATION AND LEARNING RESOURCES.**
Golden West College provides students with access to learning resources and services that support the college mission and its educational programs.

16. **FINANCIAL RESOURCES.**
The College has a funding base, financial resources, and plans for financial development, which are adequate to support its mission and educational programs and to assure financial stability.

17. **FINANCIAL ACCOUNTABILITY.**
The College undergoes regular external financial audits and makes the results of these audits available. The audits use *Audits of Colleges and Universities* as a guide.

18. **INSTITUTIONAL PLANNING AND EVALUATION.**
Golden West College uses a comprehensive planning and program review process to identify and integrate plans for academic personnel, learning resources, facilities, and financial development.

19. **PUBLIC INFORMATION.**
The purposes and objectives of the College, admission requirements and procedures, and rules directly affecting students, as well as information about programs and courses, degrees, refund policies, academic credentials of faculty and administrators, and related items are published in the college catalog, the schedule of classes, and other appropriate places.

20. **RELATIONS WITH THE ACCREDITING COMMISSION.**
The Governing Board of the Coast Community College District adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission and describes itself in identical terms to all its accrediting agencies.

Kenneth D. Yglesias
Kenneth D. Yglesias, President, Golden West College

William M. Vega
William Vega, Chancellor, Coast Community College District

Responses to Recommendations from the Most Recent Evaluation (1998)

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Responses to Recommendations from the Most Recent Evaluation (1998)

3.1 - Institutional Integrity
The team recommends that the College develop and implement a comprehensive, ongoing planning and budgeting process. The team suggests that program review recommendations and long-range staff, facility, capital equipment, and technology plans be incorporated into the process. Further, the team suggests that the process involve staff at every level and be communicated clearly and consistently campus-wide.

The College has made progress on this recommendation in several ways; however, significant changes in administration, enrollment declines which necessitated the College and District to opt for a three-year stabilization funding option, and attention to the immediate needs instead of long-term planning have slowed that progress.

Since the visiting team completed its report and subsequent recommendations, the College has replaced three executive administrators and completed an administrative reorganization. Some of these changes were planned to address concerns raised in the last report and others to adjust to resignations and college planing goals. We believe that the structure now in place will allow the College to implement long-range, campus-wide planning more effectively.

During the 1999-2000 Academic year the College conducted a campus-wide review of its organizational structure, including a two-day, off-campus retreat involving more than 70 campus representatives. A tentative reorganization plan was developed, and a review process and timetable were established. This resulted in the College adopting a new reorganization plan that will be implemented in July 2000.

To support this new reorganization plan and further the College progress, the Planning and Budget Committee formally adopted a decision-making flow chart incorporating these changes as well as other campus bodies. Additionally, the campus Planning and Budget Committee also adopted a planning calendar that would link the individual planning team plans to the College Plan. This work will be completed in time to affect planning and budget as the College moves out of stabilization funding and qualifies for new resources.

Lastly, the Planning and Budget Committee reviewed the six college-wide planning goals and selected three to use as guides for priority funding in the coming year.

Each of these developments gives evidence that the College is making sincere effort to address the concerns raised by the previous visiting team to develop and implement a comprehensive, ongoing planning and budgeting process that involves staff at every level.

We believe that when the District completes the work on implementing the new PNI (Protocol National Incorporated) software system, the College will be better equipped to make substantial progress in this area. This software provides for a truly integrated system - Human Resources, Student Information and Instruction, and Finance. With this system the College will have at its disposal the necessary tools to fully implement those recommendations and the organizational infrastructure changes as well as planning process changes.

4.1 - Educational Programs

The team recommends that the College redouble its efforts to implement an instructional program review process that underpins and supports its planning and budgeting to guide the growth, modification, limitation or reduction of all instructional programs as was recommended in 1991.

The College has made substantial revisions to the program review process. Furthermore, it has used this data in making important programmatic decisions, including the expenditure of Partnership for Excellence funds, Block Grant funding, and new faculty hires.

After the 1998 team visit, the Instructional Planning Team completely revised its program review process from one that was cyclical (every 6 years) to an annual (every year) review. It was agreed that for the first three years, the process would resemble a trends analysis with each program reviewing the trends in five areas - student demographics, scheduling, student satisfaction, student success, and program efficiency. Each program completed its own analysis, identified specific concerns, and set individual program goals. The campus research office supplied all data in a uniform format. The data sets included college-wide data, divisional data, and departmental data sets. The primary goal of this process was to unify the data sets, educate departments in the use of data and goal setting, and discover errors of fact and design. In year three, the Instructional Planning Team will begin to move this process toward a planning process that mirrors the college-wide goals and allows for programs to measure themselves against both college goals and departmental goals. Data sets will be developed that move to the course level and provide data that can increase the effectiveness of enrollment management and goal setting that increase student success. Finally, these revisions will result in the creation and adoption of a new Instructional Plan for 2001-2003.

Equally active since the 1998 visit, the Student Service Planning Team revised their plan. Each area adopted programmatic goals and identified activities to support the achievement of those goals. Because of the wide variety of student support efforts provided by this area no uniform method for data reporting and assessment has been identified. Individual programs develop their plan along with goals, activities, and, if applicable, methodologies for measurement. These plans are then presented to the Planning Team as a whole for review and approval. Discussion is under way to try to identify some common methods of measurement that will help the Division make programmatic comparison for budgeting and staffing decisions.

Finally, since the new Vice President of Administrative Services has been in place, the Administrative Services Planning Team has met on a regular basis. The team has kept regular notes of its meeting which are widely distributed. Minutes reflect that this team has begun to actively review all areas of service, identify areas of concern, and develop plans to remedy problems. Extensive efforts have been made to identify resources to assist in campus renovation and improvement. In recent years, when funding was scarce, this area was substantially reduced. Now the team is making efforts to find additional resources, prioritize projects, and forward proposals to PFE, Planning and Budget Committee, the District, and the State. Planning agendas are under development in accordance with the college-wide goals adopted in Spring 2000.

5.1 - Student Support and Development

The team recommends that the College enhance its efforts to implement a student services program review process that underpins and supports its planning and budgeting to guide growth, modification, limitation, or reduction of all student support programs as was recommended in 1991.

The Student Services Program has instituted a program review process since the last accreditation report. The process began with the Student Services Planning Team establishing its unit goals that support the college-wide goals. Each department then established its goals and activities, which could be measured. The program review schedule coincides with the accreditation cycle. The College's Student Services programs have experienced a disruption in their regular program review process due to changes in our scheduled accreditation visit and changes in organizational structure resulting from the combination of Vice President of Instruction and Vice President of Student Services into one position. In Spring 1999, it was determined to once again split the combined vice president position into both a VP of Instruction and a VP of Student Services. After this was done, the new Vice President of Student Services restored the established cycle and the year-end reports. The decisions made in planning are based on the data supported by findings in the review process. Each review identifies needs, trends, mandated costs, and examines program efficiency compared with past performance as well as with other colleges of similar size. The process has been re-instituted with an updating of each department's goals and objectives and the setting of a schedule that will be completed in Spring 2001.

5.2

The team recommends that the College expand its use of follow-up student outcome studies in it matriculation model to guide educational course and program development.

Follow-up student outcome studies from the College's matriculation model have been used to influence the reinstatement of a reading curriculum as part of the English program on campus. Studies revealed that a significant number of students are enrolling at Golden West with below college level reading skills and would benefit from taking courses to help improve those skills. The College hired a new full-time faculty member in Fall 1999 with a specialty in reading to develop and teach curriculum to address this need. The GWC curriculum committee, during the 1999-2000 school year, approved several new reading development courses. They will be offered for the first time in Fall 2000. A new computerized reading assessment has been validated. Starting in Fall 2000, new students enrolling in classes will be assessed and advised, if necessary, to take courses to improve their reading skills. Additional efforts to link outcome studies to educational course and program development are under review.

7.1 - Faculty and Staff

The team recommends that the College take steps to ensure that classified staff are evaluated consistently, routinely and in a timely manner.

The College, in coordination with the District Office of Human Resources, now has in place a human resources tracking system that automates reminders to supervisors along with electronic evaluation forms. This system has increased the efficiency and timelines of these reviews. The College is now in satisfactory compliance with this recommendation.

8.1 - Physicl Resources

The team recommends that the College address the issues of a capital equipment replacement schedule as soon as possible, as recommended by both the 1986 and 1991 accreditation visiting teams.

For the past three years, more than four million dollars have been expended in capital equipment replacement and acquisition. The source of these funds has been state-funded Partnership for Excellence, Block Grant, and Equipment Purchase dollars, as well as FTE generated income. Equipment replacement and acquisition identification requests have been decentralized to the departmental level to guarantee the widest participation of faculty and staff and to ensure that departmental needs are updated each year to reflect the most critical needs. The Planning and Budget Committee has assigned responsibility for decision making in this area to the Partnership for Excellence Committee, comprised of three faculty members, the three vice presidents, a classified representative, and a student. This process has resulted in the replacement and acquisition of a tremendous amount of electronic and teaching equipment.

Additionally, utilizing profits from the Swap Meet and FTE-generated income, the College has established a capital equipment replacement schedule that addresses issues of furniture and carpet replacement, painting, landscape improvement, and parking lot rehabilitation. For the past two years, more than one million dollars has been expended in these categories.

9.1 - Financial Resources

The team recommends that the College and the District work together to implement a structure and communication process whereby college constituencies can become more informed about financial status of the District and its resources, as recommended by both the 1986 and 1991 accreditation visiting teams.

For the last two years, the District has distributed a comprehensive review of enrollment data to all colleges. The data has identified trends and projected those trends. These have greatly assisted College and District planning. Because the District has experienced enrollment decline and applied for stabilization funding it has been important to distribute this information widely and develop unified plans to increase enrollment district-wide.

The District has given regular updates to these projections and district staff has been available for numerous campus-wide meetings regarding enrollment and budget management efforts. There is a wider general knowledge about the budget and enrollment targets. Additionally, because of the greater awareness of this information the College has been able to make the necessary changes to increase enrollment and efficiencies.

10.2 - Governance and Administration

The team recommends that the College define the shared governance roles and responsibilities of faculty, staff and administration, and develop methods for insuring meaningful involvement and good communication.

Governance follows the dictates of several policies and contracts established at the district level. The Board of Trustees adopted in May 1993 a policy on the Faculty role in Governance (060-1-10). Additionally the Board approves the contracts for Classified Staff and Faculty. The Board has also approved a policy related to the Students Role in Governance (Policy 030-9-1 adopted 5-20-98). Furthermore, the Board must formally approve binding agreements, if any, between CDMA and the District. Together these documents comprise the formal agreements that define the shared governance roles.

Within the framework provided by these agreements the College has established an adopted a formal decision making model that provides for wide input from all constituencies.

Furthermore the College has a well-developed committee structure that provides for input by representatives of all constituent groups.

Taken together these efforts provide for meaningful involvement, coordinated communication and adequate representation for every member of the college community.

Standard 1

Institutional Mission

Accreditation Self-Study
1999 - 2000

Dave Anthony
Co-Chair

Evelyn "Sam" Weiss
Co-Chair

Americo Lopez-Rodriguez

Carol Yamashita

Richard Yarosh

Linda York

Golden West College
Huntington Beach

Standard One: Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1: The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Descriptive Summary

Golden West College has a mission statement that was revised and adopted in December 1999 by the College Planning and Budget committee.
(see Golden West College Mission Statement)

The Board of Trustees approved the revised Mission Statement at its May 2, 2000, meeting. The Mission Statement is readily available to all students and the public. It is published in the college catalog that is given to all students when they matriculate and it is also available at the GWC web page. When it revised the Mission Statement, the College also developed a statement of vision, principles, and philosophy to add value to our learning services and a philosophy that guide the college in meeting its mission.

The District has a separate mission statement that is also adopted by the Board. The District Mission Statement is regularly reviewed by the Board and modified if necessary. The last modification was in September 1991.
(see Coast Community College District Mission Statement)

Self Evaluation

The College Planning and Budget Committee and the Academic Senate have the responsibility for reviewing and suggesting changes in the College Mission Statement. The use of these two broad-based committees ensures widespread input from all campus constituencies. The College has also adopted six goals that are derived from the vision and mission statements. Agreement has been reached to focus on three of these goals in the coming year.

Planning Agenda

The College needs to establish a regular cycle of review of the adopted mission statement to ensure its accurate reflection of the aspirations of the college.

1.2: The Mission Statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Descriptive Summary

The students the College intends to serve are those deserving high-quality learning which challenges, encourages, and rewards each individual. The statement refers to meeting the learning needs of the students and communities we serve. Golden West College serves the varied needs of the students and we are an open admission institution as required by law.

The Vision Statement reflects the commitment to valuing diversity and the changing needs of our students.
(see Vision Statement)

The Mission Statement is used in planning programs and the College is committed to adhering to our mission and vision statements. Additionally, we have five main principles that are used as parameters to allocate resources. The campus, with limited resources, continues to

direct resources to offer quality teaching and student success services. Golden West College's organizational development is focused on moving the campus community forward by placing an emphasis on its people. The president believes in promoting dialogue and using this dialogue for the decision-making process.

The Mission Statement identifies the College as a lively center of high-quality learning with a wide variety of transfer and career programs and courses integrating new technologies and meeting the challenging needs of students. The College is innovative and flexible in meeting student learning needs and we value service and helping students to achieve their goals, continually striving to raise the standards of excellence.

Self Evaluation

As compared to other California community colleges with similar student population, Golden West College is ranked seventh in transferring students with a 26% transfer rate to the university system. The College ranks second in the number of degrees awarded, and our modern facilities ensure students are ready for the workforce. Economic development is emphasized at Golden West College, and a task force is working to redesign some student services into an "Economic and Job Development Center" on campus. Procuring grant funding has been a major priority of the campus to build new programs. An economic development grant resulted in the first new vocational training program being offered in years. This effort has brought a high-tech opportunity for the students and a commitment from local business and industry to offer internship and employment opportunities. Partnership for Excellence funding has been used to improve the learning environment, resulting in integrating new technologies across the curriculum. The needs of the community are challenging, and a growing number of our students need workforce training to move them to self-sufficiency. Golden West College has a model CalWORKs Program and is committed to serving the needs of this special population. A center was funded with outside funding to serve both the CalWORKs and Re-Entry student populations. In 1998/99, the CalWORKs student population increased by 56% and the Re-Entry population increased by over 1,000%.

Golden West College students have a high success rate, and Operation Call Back has resulted in increased retention. Our full-time faculty ratio of 78% is the highest in the state, showing a commitment to high-quality learning.

The campus has also chosen to put grant monies into developing a new open computer lab, computerized career assessment in the Career Center, and improving access to employment opportunities through the Internet in the Placement Center. Other advantages include multi-language orientations offered in English, Spanish, and Vietnamese, high-tech computer lab internships, Re-Entry Services, and increased student seminars. A formal process to increase student success has been developed for probation and dismissed students. The International Student Program has been expanded to provide students with increased personal attention, counseling services, and orientations. An Honors Program with honors courses will begin Fall 2000.

The campus has worked diligently for several years to mitigate the effects of severe budget reductions. Finances are well managed and directed to institutional services with major dollars directed to quality teaching. Partnership for Excellence funds have been focussed on improving the learning environment and student success. The campus is committed to adhering to the Mission Statement. The campus has been going through a reorganization and renewal with major emphasis on improving atmosphere and safety contributing to the overall learning environment.

Planning Agenda

The College has identified six broad goals based upon the principles identified in the Mission Statement.
These goals are as follows:

1. Provide a wide variety of excellent transfer and career programs
2. Integrate new instructional techniques and technologies
3. Meet the changing needs of our diverse students (by reviewing and revising courses and programs and when appropriate creating new ones)
4. Employ a collegial method of governance in planning and budgeting processes
5. Maintain and beautify our campus and facilities with environmental sensitivity
6. Foster a campus climate that values positive relationships among faculty, staff and students for the enhancement of learning and teaching

At the College Planning and Budget Committee meeting of April 5, 2000, it was agreed to focus on goals 2, 3 and 5 in the coming year. Funds will be allocated to pursue these goals.

1.3: The mission statement guides institutional planning and decision making.

Descriptive Summary

The College planning and decision making has been moved closer to the areas affected by those decisions over the past few years. Departments establish goals, which guide their requests for funding. The College has three planning teams with broad representation from the affected areas (instruction, student services and administrative services).

(see Membership of Instruction, Student Services and Administrative Services Planning Teams)

These planning teams provide guidance to the decisions of the Academic Senate and the College Planning and Budget Committee (1.6), which is composed of representatives from each planning team, administrative, staff, students and the Academic Senate.

(see Membership of Academic Senate and Membership of Planning and Budget Committee)

There is time allowed for full campus discussion of issues before decisions are made, and these decisions are guided by the mission, vision, principles and philosophy adopted by the Planning and Budget Committee.

Self Evaluation

To help evaluate the relationship of the mission statement and planning and budget decisions, a set of questions were developed and submitted to Budget and Planning Committee members to determine the extent that the mission statement is utilized in the planning and budget process.

(see Planning and Budget Committee Questionnaire)

The Mission Statement was discussed by the Planning and Budget Committee for several months last year and then a revision was forwarded to appropriate campus-wide bodies for discussion, review and comment. In the Fall of 1999, the Planning and Budget Committee adopted the newly revised mission statement. In general, all members should be familiar with the mission statement.

The Mission Statement is usually reviewed prior to planning for the next year's budget. However, for the last several years the College has adopted a rollover budget. Protection of instruction was given highest priority, when reductions were necessary, which is consistent with the Mission Statement.

Before final decisions are made, alternatives are usually reviewed from the viewpoint of compliance with the Mission Statement and other guidelines. The primary source of new funding has been Partnership for Excellence funding. That money brought with it system-wide goals. While those goals are consistent with the mission, they were adopted statewide and imposed upon local colleges. In expending these funds the Planning and Budget Committee has used those goals along with the college/department mission and accreditation recommendations as guidelines for decision making.

The Planning and Budget Committee focuses on student learning as the primary consideration in planning and budget decisions. Student learning is an abstract ideal, hard to measure and with multiple viewpoints on the best ways to measure it. Certainly providing student access is a prime consideration, and offering a balanced and comprehensive program is another important goal addressed in the mission. While enrollment has been in decline over that past several years, the College has expended resources in offering courses at new times and in new configurations thought to be more convenient to student needs. Outcome measures, such as retention rates, transfer rates, grade distribution (success) are an important part of program review and are provided to each department to use in the yearly program review process. This program review is linked to resource allocation, particularly in the allocation of new funds such as Partnership for Excellence. The College is continuing to develop better incorporation of these measurements into the planning process.

A student learning versus cost model is difficult to use in making planning and budget decisions. For the 1999-2000 school year and the two school years following, the College will be in stabilization funding, which requires that the college place significant emphasis on growth back to a specified target to remain fiscally viable. This demand has set aside other planning models and placed certain constraints on planning and budgeting.

There is an emphasis on quality of learning in the final decisions. Given the fact that a cost-effective model would dictate that minimum class size would be 32, the College has permitted many classes to go with less than this number. In fact, there are many classes in the schedule where the class size is less than this number. Factors that influence this are room size, pedagogical concerns in curricular design, equipment, and student need. All of these factors are related to quality of learning.

There are many examples of when the College chose to emphasize learning rather than cut costs or cancel courses or programs. In the Fine and Performing Arts area, several art and music studios have a 24-student capacity. Many Speech Communication and language courses have a 30-student limit. The tutoring center is funded for all students while producing very little FTES generated income. The newly revised ESL program was funded even though it requires more LHE than the previous program because student need was compelling.

The Planning and Budget Committee makes decisions regarding the size and scope of community services. About five years ago, Community Services was placed on pay as you go (grow) basis and charged with a specific set of income goals. They have contributed about $500,000 per year to the College general fund while continuing to provide fee-based community education courses. (Most of the funding comes from the Swap Meet.) Community Services fee based offerings have expanded and diversified over the last five years as well. Refurbishing and relocating this office also improved program viability.

The Planning and Budget Committee, through application of the Mission Statement, fosters a work and learning environment that challenges, enriches, and rewards individuals. In the past three years, the College has begun to expend additional resources on the College facility, and that is linked to the idea of restoring the beautiful campus and environmental sensitivity. The California Native Garden, trees, the Quad, restoration of the watering system, berm renewal, re-carpeting the Library and Admissions and Records, and repainting are a few examples. Faculty and staff computers were also an example of improving the learning environment.

Planning Agenda

The College will continue to use the Mission Statement, adopted by the Planning and Budget Committee to guide decisions of the college. The College will seek to better integrate the use of available data about outcome measures into the planning process.

1.4: The institution evaluates and revises its mission statement on a regular basis.

Description

The Mission Statement was last reviewed and modified in 1999. The process took two years of discussion at several campus committees, most notably the Planning and Budget Committee and the Academic Senate. Faculty requested this review and modification shortly after the appointment of our current president.

Self Evaluation

The process used in the development and revision of the Mission Statement allowed opportunity for input from the entire college community. The major committees responsible for its development are the college Planning and Budget Committee and the Academic Senate. The Senate represents all faculty areas and the Planning and Budget Committee has representation from the entire college community.

Planning Agenda

The College will establish a regular review process of the mission statement and will continue to ensure that all college constituencies have the opportunity for input into the review.

Minority Report

A member of the subcommittee for Standard One has filed a Minority Report, which is included in Appendix A.

Supplemental Documents - Standard One

Coast Community College District Mission Statement

Golden West College Mission Statement

Membership of Instruction, Student Services and Administrative Services Planning Teams

Membership of Planning and Budget Committee

Membership of Academic Senate

Planning and Budget Committee Questionnaire

Vision Statement

Standard One Minority Report
(see Appendix A)

Standard 2

Institutional Integrity

Accreditation Self-Study
1999 - 2000

David Barr
Chair

Kathryn Crown

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Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs; and in relationships with its accreditation association and other external agencies.

2.1: The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary

Golden West College strives for accuracy, clarity, and consistency in all representations made to its constituencies, the public, and prospective students. Information regarding services, college programs, and policies is available in a variety of publications including the college catalog, class schedule, calendar of events, the Handbook for Student Success, and information packets. The college catalog and class schedule are also available on the College's web site.

The Golden West College catalog is the primary publication for students, staff, and the general public. The catalog is updated annually by the Office of Instruction in conjunction with Student Services and other appropriate departments to insure that the publication contains accurate and pertinent information. It contains current information regarding educational purpose, degrees, certificates and transfer programs, student fees, refund policy and other financial obligations, admission and matriculation requirements, and the names of the administration, faculty, and the governing board. The catalog is issued to all new students during orientation and is sold in the Admissions and Records Office as well as the Bookstore.

The class schedule is published each semester and mailed to all residents of the Coast Community College District as well as made available on campus. The Office of Instruction is responsible for the publication with input from Student Services and other appropriate departments to insure the accuracy of information. Updates and changes to the schedule are printed as necessary and made available in the Admissions and Records Office. Both the class schedule and corrections are available on the College's web site.

The Counseling Office publishes a Handbook for Student Success for distribution to new students during orientation in conjunction with the orientation video. This publication is normally updated annually or as needed to insure the information is current and accurate.

The Office of Vocational Education is responsible for producing career certificate program brochures. These brochures are updated annually or as needed to assure they contain precise, accurate, and current information.

The Office of the President is responsible for publishing the College Handbook. This document is updated and produced annually for distribution to all faculty and staff and contains all policies and procedures for the College.

A Personnel Compendium is updated and published annually by the Office of the President. This document contains the College's committee and councils and organizational charts.

Admissions and Records provides information in a variety of formats pertaining to admission requirements, matriculation expectations, registration information, fee and refund policy, and deadlines.

Golden West College has a web site which contains information concerning academic departments, admission procedures, support services, the academic calendar, and the College Mission Statement. Several individual departments and faculty and staff members are in the process of developing their own web pages. The Public Relations Office is responsible for the web site.

The Community Services Office publishes a Calendar of Events. This publication contains information regarding the College's non-credit and community service courses. The Calendar of Events is updated and published three times annually.

Self Evaluation

The 1999-2000 student survey indicates that Golden West College has been successful in providing clear and accurate information in all representations made to students. The survey reported that 89.3% of respondents indicated that the College provides clear and correct information about services available to students. In addition, 92.9% of the respondents indicated that the information in official college publications related to programs, degrees, courses, fees and requirements for admission are precise, accurate, and current. Furthermore, 88.5% indicated college publications clearly describe requirements for completing a degree, 90% indicated that the college publications clearly describe the knowledge and skills that are required to earn a certificate, and 86.2% felt that the information clearly describes the transferability of courses.

(see Fall 1999 Accreditation Self-Study Student Survey)

Over the past few years, the Student Services departments have put considerable effort into translating many handouts, brochures, admission, matriculation, registration information, and advisement information into Vietnamese and Spanish to better serve our student population. However, some of these materials are outdated and need to be updated.

While the college publications are clear, concise, and accurate, there has been concern expressed that the college catalog and class schedule are often not available in a timely manner. Often, program and information updates are not returned to the Office of Instruction by other campus departments in accordance with the production schedule which causes delays in the delivery of these publications.

Planning Agenda

1. Establish a marketing and recruitment plan to insure better coordination of efforts and college resources.
2. Establish a college-wide committee to review enrollment management issues, including published materials.
3. The College's web page should be reviewed.

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2.2: The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility, which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary

The Board of Trustees has an approved policy on academic freedom. This policy is incorporated in the AFT Union contract, Article VI, Sections 1-3, and in the CCA/CTA Union contract, Article III.

Self Evaluation

Recent faculty/staff survey results indicate 72% of those surveyed agree with the statement, "The college protects and supports faculty in their exercise of academic freedom," vs. 4% who disagreed with it.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey)

Planning Agenda

None.

2.3: Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary

The college reflects such tenets in the College Handbook, which is revised and published yearly. Included in this handbook is the Faculty Statement on Professional Ethics, which was adopted by the GWC Senate in 1993.

Self Evaluation

Procedures exist for the review of these policies through the Academic Senate and Student Government. In a recent student survey, 83% of the student respondents indicated that they were completely aware of the policies.

(see Fall 1999 Accreditation Self-Study Student Survey)

Planning Agenda

None.

2.4: Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students file clear prior notice of such policies.

Not applicable to Golden West.

Planning Agenda

None.

2.5: The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations

Descriptive Summary

The College has an Academic Honesty Policy, which is published in the catalog and schedule of classes. This policy, which has been approved by administration, faculty and students, delineates faculty responsibilities, student responsibilities, administration responsibilities and classified staff responsibilities. In addition, examples of violations are included. Procedures for dealing with suchviolations are included within all documents. Also included in the college catalog is a Student Code of Conduct. Procedures exist for the review of these policies through the Academic Senate and Associated Students of Golden West College.

Self Evaluation

In a recent student survey, 83% of the student respondents indicated that they were completely aware of the policies.

Planning Agenda

None.

2.6: The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Staff Development has provided workshops on the vast cultural diversity of our students and their cultures. Student Activities has multiple campus activities to enrich our students and staff with the diversity of our college community.
The Coast Community College District (CCCD) has a clear policy on employment and educational opportunities printed in both the current issue of the College catalog (page 5) and the current class schedule (page 91), printed in English, Spanish, and Vietnamese.

The CCCD hiring practice clearly demonstrates a commitment to the written policy. Training is provided to every hiring/screening committee concerning the policy. To insure compliance with the intent of the policy verification checks by the College's Personnel Office at each step of the hiring process is a routine practice.

To meet special student needs a multitude of student services are in place with active out-reach efforts .

Relevant Survey Results—Students

While perceptions vary among students regarding the college's performance on issues of equity and diversity, the perceptions are generally positive. About 40% of non-native English speakers felt that the college provided them with appropriate support services with only 9% disagreeing. Two thirds of student respondents felt that students of diverse cultural backgrounds were treated with respect, and slightly less than two thirds were satisfied with the diversity of ethnic and gender backgrounds of faculty, staff, and administrators. Finally, 58% of students felt that the College met the needs of its disabled students.

(see Fall 1999 Accreditation Self-Study Student Survey)

Faculty/Staff Survey Results

Faculty and staff were generally more positive in their perceptions. A sizeable majority, 77%, felt that there was a climate of religious and cultural tolerance on campus. Similarly, 70% felt that the College strives to meet all students' education needs. Also, 58% said that the curriculum deals well with different cultural, racial, or gender points of view.

A majority of respondents (63%) also felt that the College was fair in its adherence to written policies of fairness in all employment practices. In contrast, only 41% felt that it was important that the gender and ethnic mix of college personnel reflect that of the student body.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey)

Planning Agenda

1. The College should continue to apply appropriate district and college policies and practices which address issues of equity and diversity.
2. The College should continue to monitor progress by continuning to conduct research related to disproportionate impact.

(see Appendix B)

2.7: The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary

The athletic program at Golden West College exhibits honesty and integrity. The athletic program is governed by the State Athletic Code, the conference bylaws, as well as college and district policies. Therefore, honesty and integrity are monitored both internally and externally. The College Athletic Director, in cooperation with each coach, has overall responsibility for the athletic programs. Golden West College has 20 team sports. Twelve of the 20 are men's teams and 8 are women's. Currently, the coaching staff consists of 6 full-time head coaches and 14 adjunct head coaches. The Athletic Director and the College's Athletic Administrator (Vice President of Student Services) each attend regular meetings of the Commission on Athletics to keep abreast of any and all changes in the bylaws.

The Golden West College coaching staff attends an orientation meeting at the beginning of each semester or sport season. At the in-service training session, the Athletic Director reviews all state and conference rules and regulations, specifically the conference's decorum policy. The coaching staff conducts an orientation session for their teams to review the conference decorum policy and the College's guidelines for conduct. Each athlete completes a verification eligibility form and is required to submit a current Student Educational Plan (SEP).

Each athlete must enroll in a minimum of 12 units per semester and must complete 24 units with a 2.0 grade point average prior to his/her second season of competition to maintain eligibility. Before an athlete may participate, all health, safety, and eligibility paperwork must be on file with the Athletic Department. The Athletic Department is responsible for monitoring eligibility of all athletes.

Self Evaluation

The institution strives to demonstrate honesty and integrity in its athletic program. Though the College's athletic program has experienced some problems in the past in following some rules and regulations, the College has taken a number of actions to assure that its program is in compliance. Procedures have been added in the last few years to assure that coaches and athletes have correct information regarding the decorum policy, the athletic code, and college and district policies.

Planning Agenda

1. Establish a process to assure that all athletes understand decorum rules. Create a student athlete handbook to include a set of rules of conduct and sexual harassment policy.
2. Study the feasability of removing the responsibility of verifying eligibility from the Athletic Department.
3. Study the suggestion of assigning a full-time athletic advisor.
4. Create a coaches' handbook.
5. To assure a greater degree of eligibility, implement a required study hall for all new athletes and continuing athletes with academic needs, monitored by the coaching staff.

2.8: The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.

Descriptive Summary

Golden West College endeavors to comply with all self-study standards and requirements. As our vision statement indicates, "At Golden West College, institutional integrity is our top priority." The College demonstrates integrity and honesty in all its dealings with the Accrediting Commission. Evidence of compliance includes previous self-studies, follow-up progress, and annual reports.

2.9: The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs and services.

Descriptive Summary

Golden West College's policies and procedures relating to institutional integrity are available to all faculty, staff, and students. District and college policies are reviewed periodically. A policy dealing with student cheating has been in effect since 1991, and a recent student survey shows that 83% of the students are aware of the policy.
(see Fall 1999 Accreditation Self-Study Student Survey)

College publications are reviewed and updated on an as-needed basis and made to comply with current changes in state and/or federal laws. They are carefully checked for accuracy and currency. The student survey referred to above showed that a majority (62.6%) of students believe that "information in official college publications related to programs, degrees, courses, fees, and requirements for admission, etc., is precise, accurate, and current."

Self Evaluation

Current procedures for the review and revision of college publications are adequate to keep up to date with the institutional changes. Policies related to institutional integrity and the location of the policies are included in orientation sessions for all newly-hired employees. Policies that affect students are included in the student orientation sessions.

The Academic Senate notifies the faculty when issues of institutional integrity will be discussed and provides an open forum for faculty input.

Planning Agenda

None.

Supplemental Documents - Standard Two

- AFT Union contract, Article VI, Sections 1-3
  CCA/CTA Union contract, Article III.
  (Academic Freedom)
- Appendix B, Disproportionate Impact Studies
- Calendar of Events
  (Community Services Office)
- Career Certificate Program Brochures
  (from Career Center)
- Class Schedule
- College Catalog
- College Handbook
  (from Office of the President)
- College's web site
- Fall 1999 Accreditation Self-Study
- Faculty/Staff/Administrator Survey
- Fall 1999 Accreditation Self-Study Student Survey
- Handbook for Student Success
- Personnel Compendium

Standard 3

Institutional Effectiveness

Accreditation Self-Study
1999 - 2000

Steve Isonio
Chair

Van Dees

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Standard Three: Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

3A: Institutional Research and Self Evaluation

3.A.1: Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

A classified supervisor (a management employee) is responsible for the Research Office. He reports to the Administrative Dean, Student Support Services. Prior to Fall 1998, a certificated employee was responsible for the area, but in Fall 1998 this employee became a full-time class room faculty member. In addition to the classified supervisor, there is a full-time classified research assistant assigned to the office. The supervisor sits as a resource person on a number of committees, and his research is made available to various planning groups such as the Student Services Planning Team, Instructional Planning Team, Instructional Deans' Council, Planning and Budget Committee, Matriculation Advisory Committee, Academic Senate, Associated Student Body Council, and the Calendar Committees of the College and the District. Some research data has become available to all employees with computer access as it is placed on the campus shared drive.

Up until Fall 1996, the research efforts were solely supporting matriculation. In Fall 1996, a transition was made in which 50% of research effort was supportive of matriculation and 50% of institutional research. Annually the amount of research has grown exponentially. The matriculation research has lent support to the needs of basic skill placement and the development of programs to meet student needs. Examples of this are the redesign of the ESL program to meet expanding needs of this population of students, development and implementation of remedial math courses, and the development of a reading curriculum. Institutional research since Fall 1996 has included program review data, campus climate surveys, and student data to assist with instructional scheduling of classes.

Self Evaluation

The decrease of research personnel hours since Fall 1996 and the concurrent increase in the amount and breadth of research projects is incongruent. During the same period of time, money to support the research has remained constant. Departments on campus have had to financially support research efforts in order to have reporting completed (i.e. graphic expenditures). It should be noted that the most recent matriculation review in 1997 recommended the research manpower be increased.

The amount of data available and used by committees for planning has definitely increased, particularly in the area of instruction. Specifically, data has been available for instructional unit program review, faculty requests, and in-class scheduling.

Increased availability and sophistication of technology available to college staff has made the research data more accessible to the campus community. As the staff has become more familiar with what research information is available, increased requests for data have been received.

A beginning effort at integrating research with planning is evidenced by the recent (Fall 1999) disbursement of Partnership for Excellence funds. In this process each department was required to include their data from program review and to report the relationship of the request to program goals. Another example is the use of outcomes data in the new faculty ranking process.

Institutional evaluation remains in a developing stage. Clear measures of institutional effectiveness need to be developed to facilitate the evaluative process. The linking of evaluation to planning is its infancy stage.

Planning Agenda

1. Increase personnel, equipment, and budget to research.
2. Develop a systematic approach to coordinate research, planning, and evaluation.

3.A.2: The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary

Timely and reliable research information has contributed significantly to decision-making at Golden West College over the past several years. The importance of the role of the Research Office has also grown, and the issue of level of support for the Research Office has become critical. The Research Office has been established and is currently staffed by two full-time personnel — the Research Supervisor, who has general supervisory responsibility for the office, and the Research Assistant. Both of these individuals are competent professionals with graduate-level training in research and extensive experience in community college institutional research. Additionally, a small budget has been available to support hourly assistants at the level of approximately half of a full-time position. The Administrative Dean of Student Support Services has administrative responsibilities over the Research Office and meets with the Research Supervisor on a regular basis. The campus reorganization plan, which was implemented in July 2000, will place the Research Office under the Vice President of Instruction, thereby giving the Research Office a more central position in the organization of the campus.

(see Campus Reorganization Plan)

Finally, the Research Supervisor is an active member of several key campus and district level committees related to planning, budgeting, and matriculation. During the summer of 1998, the office was moved to its current location, Forum I, Room 102, which is a more central office.

The Research Office staff make use of the latest technology and software tools to accomplish their work. Equipment includes three Pentium II level computer workstations, laser printers, and scanners for the automated processing of data collection forms. Additionally, a full assortment of current software for word processing, database management, statistical analysis, spreadsheet, survey form development, and web page production are available for staff to use. The Research Office was one of the first on campus to have its web page online. The web page features links to a variety of research reports and timely data to facilitate decision-making. Also, a complete set of MIS files for the Coast Community College District for the years 1993 through 1999 are housed in the office, thereby affording the office staff direct access to this rich storehouse of data.

The Research Office supports the College by providing research information to support informed decision-making in a wide variety of areas, including accreditation, matriculation, program review, enrollment management, planning, and the College Factbook, in addition to a large number of ad hoc projects.

(see Fall 1999 GWC Factbook and Research Office Mission Statement)

Furthermore, the research agenda, with goals and activities of the Research Office, is reviewed annually and revised as needed.

(see Research Goals and Activities)

Self Evaluation

The Research Office has earned a very positive reputation on campus. Decision-makers have come to have confidence in the ability of the office staff to provide timely and relevant information in an understandable format. As the demand for more information to support planning and decision-making continues to grow, the issue of level of support, both in terms of personnel and tools, will become more critical.

Planning Agenda

1. Include regular upgrades and enhancements to office hardware and software in its long-range budgeting plans for the Research Office, in recognition of the critical role of this office.
2. Carefully evaluate the need for an additional full-time staff member with high-level research and analysis skills.

3.A.3: The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary

In the early 1990s, program evaluation had been on a six-year cycle wherein each instructional unit submitted a review once every six years. This report was submitted to the Instructional Planning Team. In the 1998-1999 school year the process was modified to require all programs (instruction and student support) to submit an annual report in a uniform format to facilitate program evaluation. This procedure was first followed in Spring 1999 and repeated in Fall 1999 to begin an annual fall schedule for such reports. A timeline was set to allow program review materials to be available each spring semester for the planning of the next school year relative to class scheduling, faculty hiring, and budget allocations.

Self Evaluation

A program review report process is in place. However, a process to evaluate and plan based on these reviews needs to be adopted and implemented. Currently, the use of program reviews in the planning process is informal. A formal process (model) was suggested in Spring 1999 and is being discussed by the College.

Planning Agenda

Adopt and implement a program review model including evaluation and planning .

3.A.4: The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary

The Path of Program Review from Grass Roots to File Cabinet: In an email response to a question, the Vice President of Instruction described the process of creating and then forwarding program review as *"a bottom up, not top down process."* The Vice President continued: *"So what happens to these plans now? First, they are prepared by the department with department chair taking the responsibility, then the department signs off, then the division dean reviews and signs off.*

If the plans identify specific problems or concerns, these become a matter of discussion among the involved parties. We seek to develop a plan to remedy the identified problem. If, on the other hand, the program review self-identifies a course of action to achieve goals and resolve concerns - and no intervention is required, then the plans become the basis for Partnership for Excellence requests, grant proposals, staffing recommendations, and infrequently they are used for small budgetary adjustments.

Since they are done yearly, each plan builds upon the previous one. Each department has the opportunity to assess its progress, and adjust its strategies. I believe in the future they will be used in enrollment management decisions, developing overall college plans for addressing common problems.

Plans are kept in the Office of Instruction. In the near future, abstracts will be posted on the campus Q-drive and plans will be available for viewing."

It is easy to identify needs and strengths by self-evaluation; it is not easy to be objective and to see your own piece of the pie in perspective. We need a clear and systematic process for prioritizing one area's needs against another's. Many areas are still gallant enough to *"take turns"* reaping benefits once the review process is shoved along to the next level.

The President has said that he does not believe in *"micro-managing,"* but meaningful planning should utilize the analyses from program reviews and other sources of information. Decision-making at the highest level needs to reference the reliable data now available from recent years. The campus-wide Planning and Budget Committee no longer "reviews the reviews" as it did several years ago.

Program Review More and More Helpful at Ground Level: In the most basic sense everyone on campus is aware that a request must cite the local plan. And the local plan is useful. It has helped the Physical Science Department receive a yearly 10% allocation for equipment replacement in order to stay current; it has helped a number of areas hire staff replacements; the Library views the program review process as an effective tool to request additional funding through Partnership for Excellence, district funding, grant requests, and other outside sources. Many short and long term needs campus-wide have been met using program review as justification. The benefit of looking over a program in the process of pulling together the yearly review has side benefits too: the process of program review initiates a content review of core courses in English; Math combs through its course outlines. Biology says, *"As much work as it is, program review forces us to sit down and see what is really needed in terms of equipment, supplies, and scheduling - it's a pain, but has benefits and keeps us focused."*

Self Evaluation

The Need to Incorporate Program Review into the Planning Process at All Levels: A previous accreditation team suggested that *"program review recommendations and long-range staff, facility, capital equipment, and technology plans be incorporated into the process."* They added that the process should be communicated clearly and consistently campus-wide. But most employees feel very detached from the process after the local program review is submitted.

At the February 2000 meeting of the Planning and Budget Committee, planning issues were addressed. The minutes state, *"Planning at the unit level is good, but integration with the campus is unclear."* At the February meeting, the President discussed the way in which the campus has been pressed to react to circumstances, rather than planning for our future. Since it appears that we will make our current FTES goal, he wants the planning process to become more proactive. The campus family needs to see the entire planning process as taking a stronger, more visible and positive role in directing our future.

At the March 2000 meeting of Planning and Budget Committee, there were handouts concerning the planning calendar for the rest of this school year and for 2000-2001. There was also a tentative decision-making flow chart listing program review as a source of information. It is to be hoped that by the time of the accreditation visit the links between planning, budgeting and implementation will be clear and effective.

Planning Agenda

1. Continue to clarify the linkage between information sources and planning, budgeting, and implementation in the newly-developed model.
2. Continue to integrate the program review process with planning and budgeting.
3. Enhance the proactive nature of the planning and budgeting process.

3B: Institutional Planning

3.B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary

The focus of Golden West's Planning and Budget Committee is to set the general budgetary guidelines and constraints so that the outcomes will provide direction and funding mechanisms for the Instruction, Student Services, and Administrative Services Planning Teams.

Golden West College's Instructional Planning Team has been given the responsibility for developing instructional planning, budget development, and program review. This college body makes recommendations about program review, program development, the number of new faculty positions, instructional equipment purchases, budget reductions, and the development of the class schedule. The Instructional Planning Team has developed a multi-year instructional plan. Decisions made during the years encompassed by the plan are to be within the parameters of the planning statements, which set the direction for the College. This plan is in need of revision, and that process has been initiated.

Golden West College views the program review process as a way to focus on the College's mission. All instruction and student services programs have gone or will go through the review. The results of instruction programs have been given to the Instructional Planning Team, and the results of student services programs given to the Student Services Planning Team.

Meetings of the Planning and Budget Committees, Instructional Planning Team, Student Services Planning Team, and Administrative Services Planning Team are open to all members of the college community. Further, all constituencies are represented on the various planning teams.

Self Evaluation

The college community has expressed concerns regarding the lack of coordination in planning and budgeting between the District and the campus. Since the District Planning and Budget Committee does not meet on a regular basis, communication between the District and the College is not as effective as could be. Recent efforts to establish district-wide enrollment planning have been helpful.

Planning Agenda

1. Continue to improve coordination between district and campus planning processes.
2. Continue to inform the campus about the developing planning and budgeting process.

3.B.2: The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Descriptive Summary

Through the program review process, instruction and student services establish program goals and objectives that are approved by the Instructional Planning Team (IPT) and Student Services Planning Team (SSPT). Outcome data are evaluated annually by programs to determine if goals and objectives have been met. Based on outcome criteria, these goals and objectives are revised, and the adjustments are made.

The Research Office publishes many reports, one of which is the Fall 1999 GWC Factbook, with comparative analysis trends, profiles of demographics, and number of degree and certificate awards (numerically, these show an increase, despite an enrollment decline). Other evaluations include employee evaluation from supervisors and peers, and faculty evaluations by peers, division deans, and students. Some academic and vocational areas are also evaluated by County, State and National Boards to meet licensing, safety and academic standards (e.g., Nursing, Cosmetology, Criminal Justice). Student service areas obtain program evaluations for program effectiveness, utilization, and satisfaction on an annual basis, or sometimes on a biannual basis. Ad hoc surveys and evaluations are obtained to address specific issues related to the academic calendar, campus policies and other broad-based campus concerns.

Self Evaluation

The program review process was revamped and enhanced in the current cycle to respond to some general concerns about the effectiveness of the previous process. The current program review process reflects the improvement of better documentation.

Planning Agenda

Evaluate the effectiveness of the program review processes in each of the administrative units: Instruction, Student Services, and Administrative Services.

3.B.3: The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary

In an effort to improve linkage between planning and budgeting, the College's Planning and Budget Committee adopted a new college structure chart and decision-making process model in February 2000. This new model impacts all aspects of planning on campus.

Educational Planning: The Instructional Planning Team develops the Instructional Activity Calendar, which is published by the Vice President of Instruction and includes specific actions, timelines, and identification of individuals responsible for the different tasks. Beginning in Spring 2000, the College is looking at measurable accountability outcomes. The Instructional Planning Team makes recommendations regarding instructional equipment funds. Furthermore, it gives input to the Planning and Budget Committee on block grants, which in turn makes final decisions about these funds.

An example of ongoing planning in the instructional area is that in Fall 1998, all the instructional departments started doing yearly program reviews. Student surveys are administered in the spring for fall program reviews. Program reviews compiled in the fall are used in the spring for the planning of allocation of funds such as Partnership for Excellence and faculty hires. Also in the Fall of 1998 faculty hiring ranking was transferred from the Instructional Planning Team to the Academic Senate.

Student Services Planning: The units within Student Services (Assessment Center, EOPS, Counseling, etc.) do program reviews every four years on a rotating basis. The units complete their program reviews during the academic year and present their findings to the Student Services Planning Team (SSPT) the following fall. These program reviews also help Student Services to write its Program Plan. SSPT is in the process of rewriting this plan and will update it every year. Beginning in Fall 2000 the Student Services departments will also submit year-end statistics reports in which they will review student services usage and satisfaction, budget utilization, and unit accomplishments. SSPT will also have a draft of an Enrollment Plan by the end of Spring 2000.

Financial Planning: Each of the separate unit teams, Instructional Planning Team, Student Services Planning Team, and Administrative Services Planning Team make recommendations to the College's Planning and Budget Committee.

Physical Resources Planning: The College has a 2001-2005 Five-Year Construction Plan. It also has a scheduled Maintenance Five-Year Plan (1997-98 through 2001-02).

Administrative Services Planning: The Administrative Services Planning Team does not meet on a regular basis since the departments it includes are so diverse in their area of responsibility. However, the managers meet with their departments on a regular basis and communicate with each other frequently. The Vice President of Administrative Services meets with his managers when college-wide issues come up. The Facilities Committee makes recommendations to the Planning and Budget Committee regarding which building to paint or re-carpet and according to what schedule. It recently developed a Physical Project Plan for the 2000-2003 time span, which was approved by the Planning and Budget Committee in February 2000.

Self Evaluation

Due to decreasing enrollment in the past few years, the College was not able to plan effectively and was mostly focusing on meeting that problem. In addition, there have been significant personnel changes at the vice-presidential level. All three Vice Presidents have been on their jobs for less than a year.

The College held a reorganization retreat in October 1999, which involved staff at every level and student representatives, and, as a result, adopted a new reorganization plan as of January 2000.

The college started looking into a comprehensive decision-making process in Spring 2000 and adopted a model in February 2000.

At the March 2000 meeting of the Planning and Budget Committee, there were handouts concerning the planning calendar for the rest of this school year, and for 2000-2001. There was also a tentative decision-making flow chart listing program review as a source of information.

It is too soon to draw a conclusion as to the effectiveness of the model.

Planning Agenda

1. The College should continue to implement its plan to define goals and objectives for Instruction, Student Services, and Administrative Services (with action plans, timelines, measurable outcomes, etc.) in order to link planning and budgeting.
2. Inform the College and staff about these goals and objectives.
3. Monitor and evaluate the effectiveness of the new model and modify as appropriate.

3C: Institutional Planning

3.C.1: The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

The College Planning and Budget Committee is responsible for setting overall institutional direction and specifying intended institutional outcomes. Three unit-level planning teams (Instruction, Student Services, and Administrative Services), each of which is chaired by a vice president, are responsible for implementing decisions of the college-wide committee and reporting to and making recommendations to this committee. The last time specific outcomes were identified was in 1993 with the publication of the College Plan for 1993-1997 and the Instruction and Student Services Plans. The Administrative area has not published a similar formal plan although specific programs (e.g. Facilities, Bookstore) do have detailed plans, goals, and measures as mandated by law.

The College is currently in the ongoing process of updating the College Plan. On a formal level, the College Planning and Budget Committee adopted a new Mission Statement on April 21, 1999, with editorial revisions made in December of 1999. This document includes a statement of vision, principles, and philosophy. Additionally, six college-wide goals derived from the new Mission Statement have been identified. The College's Planning and Budget Committee has selected three of these goals to be given particular priority during 2000-2001.

Functional planning occurs chiefly at the program level. The instructional and student services areas began conducting formalized program reviews on a multi-year cycle in 1992-1993. Each program sets its own goals and reports on its progress. Beginning in 1998 the instructional programs have been updating these reviews yearly to better evaluate budgetary and staffing needs. The research staff provides each program with standardized data which are used in the review process. In addition, the entire college community has access to key statistics in the Golden West College Facts report which is available on the computer network, and all programs can request additional assistance from the Research Office. For the first time in 1999-2000 program reviews were referenced when requesting monies from the Partnership for Excellence fund, block grant funding, and the Fund for Instructional Improvement.

Self Evaluation

The College, as well as the district as a whole, has experienced declining enrollments and has opted to enter into a formal three-year stabilization funding program with the state. The College and the District have set specific enrollment targets. This plan provides very specific targets for the College, while requiring the College to meet these targets with no additional FTES funding. Most college-wide planning efforts have been focused on achieving these enrollment and retention goals. This process has begun with the affirmation of a new Mission Vision, Principles, and Philosophy Statement.

If one were to look at the newly developed Mission Statement, one would see progress in meeting these ideals. For example, the College has demonstrated innovation and flexibility in meeting student learning needs by changing to a 16-week schedule for most classes and developing weekend and inter-session offerings.

Planning Agenda

1. Clearly delineate intended institutional outcomes (goals and objectives for the college).
2. Identify criteria by which progress will be assessed.
3. Select a few priority objectives and identify benchmarks that will indicate progress.
4. Determine how best to communicate our goals and our accomplishments to the college and to our community.

3.C.2: The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary

Information about the College is presented to the public in the college catalog, in the class schedule (which is mailed to all homes in the Coast Community College District), and on the College's web site. Golden West College is in full compliance with the Federal Student Right to Know Disclosure requirements in all these publications. These forums are reviewed regularly for accuracy with statistics coming from Golden West College Facts, available on the campus Q-drive to the college community at large. Additional information about the College is supplied as needed by the Research Office.

The President of Golden West College presents college issues and information in a variety of public forums including Board of Trustees meetings, speeches to local organizations, and luncheons with community leaders. At other times community members come to the College for Commencement, Distinguished Alumni Pillars of Achievement Awards, advisory committee meetings, and Foundation activities. While here, they learn about the College's mission and the content and quality of its programs.

Other specialized programs also help communicate college facts and issues. The College has an Outreach Program coordinated by the Counseling Office that visits local high school campuses and participates in career days. An Ambassador Program consisting of Golden West College students supports numerous outreach activities. The Department of Television Production produces a weekly student production series called "In Focus," which is aired frequently on local cable. The program has featured sporting events, interviews, and news items about the college. The student newspaper, *The Western Sun*, also does an excellent job of informing students and other readers of campus events and programs. A new, promotional CD-ROM has just been produced for students inquiring about opportunities here at the College. The Public Relations Office promotes the College in press releases (averaging over one per week), and this office also advertises course offerings in local newspapers (i.e. *The Register*, *The Los Angeles Times*), in school newspapers at CSULB and CSUF, and in local theaters. They also respond to mail and web site feedback .

Self Evaluation

Materials reviewed for this evaluation that have been published by the College and quoted in meetings and forums are accurate. They correctly reflect college offerings and statistics available in college research materials.

Planning Agenda

1. Increase Golden West College's presence on the web and link its course offerings to online services, such as the college application and class registration.
2. Expand and stabilize the College's funding for outreach efforts.

3.C.3: The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary

The College regularly assesses its research, evaluation, and planning efforts. Individual planning teams form task groups to formally and informally evaluate their planning processes. These assessments have led to substantial modifications in the primary college evaluation and planning processes. For example, the instructional program review process was redesigned in 1996 as a first effort to strengthen the links between research, planning, and budgeting. First, the process was changed from a broad-based evaluation of a few programs each year on a six-year cycle to a more focused evaluation of every program on an annual basis. The review process includes three components:

1. An evaluation component based on student access, student success, student satisfaction, and program efficiency measures.
2. A planning component based on the analysis of the data and related to program goals.
3. A budgeting component based on the program plans and goals.

The idea is for the instructional program review process, once fully implemented and shown to be effective, to become the model for the student support services and administrative services planning and review processes. The instructional program review process is scheduled to be evaluated after its second full year of implementation — Spring 2000.

Other task forces were formed one to two years ago to examine the student support services program review process as well as the college-wide planning and decision-making processes. As a result, a number of modifications were implemented and new models formalized. Furthermore, the process for ranking new faculty hires was reviewed. The outcome was a redesigned process which incorporated student, faculty, and program measures from the instructional program review data in an effort to objectively rank the need for new full-time faculty.

The Research Office also distributes and reviews the "Annual Institutional Research Evaluation Survey," which assesses the presentation, comprehensiveness, and usefulness of the information provided by the Research Office. The survey is sent to faculty, staff, and administrators.

Self Evaluation

While the College has made great effort to evaluate and modify the existing planning processes, it needs to continue to work on developing overall coordination of planning and evaluation among the various planning committees. Currently, the College is discussing the adoption of a revised governance plan that would define and coordinate the roles of each planning committee. This plan should enable the college to assess more effectively its overall institutional effectiveness.

Planning Agenda

1. Coordinate evaluation of planning processes.
2. Continue to move from informal to more formal evaluation processes.
3. Continue to strengthen the links between institutional research and planning.
4. Continue to strengthen the links between program planning and budget allocations.
5. Continue to strengthen the links between program plans at all levels.
6. Continue to improve the quality and utility of institutional research.

Supplemental Documents - Standard Three

- Campus Reorganization Plan
- Class Schedule
- College Catalog
- Fall 1999 GWC Factbook
- Golden West College Facts
- Research Goals and Activities
- Research Office Mission Statement
- The Western Sun

Standard 4

Educational Programs

Accreditation Self-Study
1999 - 2000

Brunilda Cronk
Co-Chair

Charlanne Nee
Co-Chair

Crystal Abbott

Al Campbell

Robert Castano

Tom Hermstad

Greg Hyska

Janelle Leighton

Wayne Olson

Suey Quan

Michael Shaughnessy

Konrad Stein

Golden West College
Huntington Beach

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Standard Four: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

4.A: General Provisions

4.A.1: The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary

The College mission is to deliver high quality learning and learning related services to students and the communities we serve. As a lively center of learning, Golden West College is dedicated to fostering a work and learning environment, which challenges, enriches, and rewards each individual.

As a comprehensive community college, we will provide a wide variety of excellent transfer and career programs and courses to our students. We will continue to integrate new instructional techniques and technologies as they evolve into our programs. Through a continual process of review, revision and creation of new courses and programs, we will meet the changing needs of our students and the community. We will continue to promote quality in everything we do. We value diversity and will continue to seek and promote a global perspective. We are committed to a collegial method of governance to serve our students and community. We value our highly skilled faculty and staff, who are committed to learning and teaching. The College is proud of its beautiful campus, and we will care for it with a commitment to environmental sensitivity. Golden West College welcomes change, anticipates the future with excitement, and will continue to take deliberative risks to improve learning, teaching, and relationships among faculty, staff, and students.

Golden West College strives to provide transfer education, vocational education, general education, basic skills education, student support services, and community education. The faculty has primary responsibility for curriculum development, assessing needs through program review, student input, and community interaction.

Golden West College is deeply involved with activities which meet the charge of this mission. The College's Contract Education Office designs custom courses and contracts through the Coast District Business Link office, with local business and industry to address their specific employee training requirements.

The College currently has in place three options for achieving the associate in arts degrees, which transfer to four-year institutions, as well as 44 certificate programs designed to provide students with skills necessary to join the workforce. Additionally, the core requirements of many of the associate in arts degrees lend themselves to lower division major preparatory requirements in the event the vocational student wishes to pursue further education. There were 757 A.A. degrees and 275 Certificates awarded for 1998-99.

(see GWC Facts, Fall 1999)

There are seventeen active Advisory Committees including Automotive, Cosmetology Information Technology, Business and Information Systems, and Office Administration. Most departments work closely with Advisory Committees to determine future employment trends and develop programs. The offices of Job Placement, Outreach, and Re-Entry also assist in this effort.

During the last two years, numerous fast track courses have been developed to meet specific educational and vocational needs of the community. For another segment of the student population, basic skills education is addressed in both the credit and noncredit arenas. Basic skills credit courses focus on the areas of English and mathematics, preparing the student for mainstream college courses.

Community Services also offers a wide variety of educational, vocational and recreational offerings in the noncredit categories: parenting; basic skills in reading, and writing; language arts; short-term vocational; health education, and education for older adults. Fee-based classes and such programs as College for Kids and interactive online computer workshops are also part of the Community Services Department. The Community Services utilizes many GWC faculty and fosters the promotion of academic course offerings in areas such as cosmetology and computer science.

Self Evaluation

The College actively seeks input from the community it serves. The College President meets regularly with community members from government, business and industry, as well as representatives of the humanities and arts in the community. The purpose of these meetings is to survey the community's educational needs. The College responds when new programs are requested by conducting an occupational needs assessment.

Curricula in the areas of Computer Science, Basic Skills, and Multimedia have been developed through this process. Other examples of programs developed to answer needs expressed by members of the local community are the Cisco Networking Certificate Program, the new reading program, newer and increased offerings in Multimedia.

(see College Catalog)

The College researches needs of its service community through community surveys and advisory committees. Through community surveys the College solicited input on community education, the new Winter Intersession, and Weekend Express courses. Community surveys have had influence on the offerings in a variety of summer sessions, courses for the first and second 8-week sessions, and offerings in the regular 16-week semester. Advisory committees for each vocational program meet annually.

Each instructional program conducts an organized program review every year in order to ensure that these programs are meeting student needs. The program review process includes a self-study within the discipline, the formulation of recommendations, and finally evaluation by a validation team. The review process includes a trend analysis of demographics, scheduling, fill rates and program effectiveness compiled through the GWC Research Office. These findings are tied to the Instructional Planning Team's four-year plan. The current four-year Instruction Plan will be revised beginning Spring 2000.

Advisory committees for the transfer program are comprised of GWC faculty as well as advisory members who may come from four-year institutions; for vocational programs members of business and industry participate. Another component of the review is a student survey. The survey recommendations serve as additional input to the faculty for the program's planning agenda for the next five years.

To further assist planning, the President's State of the College Address includes information about the college, focuses on current demographics and economics of the community, and forecasts future trends, and campus planning and budgeting.
(see State of the College Address)

The College has established collaborative agreements with other institutions to meet the needs of students. For those transferring to four-year institutions, the College maintains articulation agreements with the California State University system and with the University of California system, as well as several independent colleges and universities. For students matriculating to Golden West College from local high schools, the College participates in articulation with feeder high schools. In addition, community involvement with local organizations as well as various advisory boards ensures that the College has current information regarding employment opportunities and that the community's educational needs are being met.
(see Articulation Agreements with CSU and UCI)

Planning Agenda

1. Continue to improve the process of collecting, analyzing, and using data about students and the community.
2. Expand opportunities for dialogue between the College and members of business and industry to ensure that the College curriculum provides appropriate training as required to support growth trends in employment.

4.A.2: Programs and courses leading to degrees are offered in a manner, which provides students the opportunity to complete the program as announced within a reasonable time.

Descriptive Summary

Golden West College schedules courses year round. Courses are offered in a 16-week format fall and spring as well as 8-week term summer sessions; short-term courses of variable length are also scheduled. Division deans and department chairs review enrollment history to assist them in planning the semester ahead. Courses are offered based on student needs as well as facility and staffing availability. In recent years, facility usage has increased, leaving few classrooms unused during most of the day or evening. To accommodate students' special needs and to offer a wider variety of scheduling alternatives, the College also offers some courses on weekends including Sundays.

Because some courses, particularly requirements for the area of nursing, are oversubscribed each semester, the College strongly encourages students to follow the priority registration appointment schedule to ensure the best possible chance of enrolling in the courses they need.

In accordance with the Chancellor's Curriculum Standards Handbook, faculty proposing new courses or programs create flow charts of courses reflecting the design of the program and the time period in which the student should be able to complete all core courses in the program.

Published every semester, every year, the Golden West College Schedule of Classes reflects the sequences of course offerings by discipline. The catalog includes an indication of which semester the course is usually offered.

Self Evaluation

The Instructional Planning Team and Council for Curriculum and Instruction (CCI) periodically review courses which have not been offered for over two years or four semesters. These committees explore the reasons for the course not being offered and encourage review and analysis. In the event the course has not been offered for two more semesters, a review of the course content is required in order to maintain the course, or if it is found that the course is no longer a viable offering, the course is dropped. Programs and certificates are adjusted accordingly.

To help students plan their course sequences, the College provides the Student Educational Plan (SEP), which provides a student a specific design for completion of course work based on the student's own goals and objectives. Following assessment and identification of the student's educational goals, the SEP is developed, providing the student with a "map" of specific curriculum. The proposed course of action provides the student with precise information as to the sequence of courses and timeline for the accomplishment of his/her defined educational goals. This information provides valuable guidance for students.

(see Student Educational Plan)

Planning Agenda

Formalize and schedule periodic review and analysis of courses that have not been offered for two years or four semesters.

4.A.3: When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Students working towards a degree or certificate program who experience unavailability of specific courses due to course cancellations can request course substitutions or waivers by discussing the problem with the appropriate department faculty. Faculty strive to find solutions to enable students to finish their educational goals in a timely manner. All course substitutions and waivers must gain approval of the department chair. Students are thus able to complete their degree or certificate even when courses are not available.

Self Evaluation

Students who have maintained continuous enrollment at GWC are protected from the negative effects of program or curriculum changes by Catalog Rights; that is, they can choose to follow the catalog requirements in effect at the time they first enrolled, or, if they choose, the requirements at the time they graduate. They are thus protected from changes that may be made in certificate, degree, and general education requirements. Information regarding Catalog Rights is printed in the College Catalog (page 6) and Class Schedule.

There is no formal process at present to answer the needs of students whose program requirements change to such a degree to affect their program significantly. If specific courses are not available, students may confer with the program faculty, on a case-by-case basis, to determine if appropriate course substitutions are available or if course waivers may be obtained. The student may obtain a course waiver/deviation form from Admissions and Records and/or Counseling. The department chair from the appropriate discipline completes the form, which is kept on file in Admissions and Records until degree or certificate evaluation is done. However, currently students are only aware this process exists if they speak with a faculty member in the department or a counselor.

Very few programs have undergone radical change or have been eliminated entirely from the curriculum during the history of the College. Those few programs that have been put under suspension during the past ten years were under-subscribed in terms of enrollment, and, therefore, very few students were impacted.

In addition, the College strives to accommodate the needs of those students who are working toward a degree or program when substantial changes in the program occur. The department chair of the particular discipline works to meet the special needs of these students. Though there is no formal process for assisting students upon elimination of a program or significant change in a program, one does not seem necessary based on how infrequently such actions occur, how few students are affected, and how flexible departments are in striving to accommodate those students.

Planning Agenda

1. Make reasonable attempts to inform students of program requirement changes as early as possible.
2. Add information about course waivers/ deviations to the college catalog and schedule so that students will be aware of the process.

4.A.4: The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary

Although Golden West College provides adequate resources to support its instructional programs, these programs are not supported to the desired level. The College has detailed processes in place for developing priorities. Available resources are allocated to instructional programs in the following three ways: development of the district operating budget, categorical programs, and shared governance prioritization processes.

Self Evaluation

Recent trends of limited state funding and enrollment decline have had some positive offset through state funds dispersed to programs that depend on enhancement or replacement of equipment. The ability to expand instructional efforts is dependent on additional funding for staffing, equipment and facility modifications. More current technology infused in laboratories such as science and language would be an asset for student learning.

The College strongly encourages faculty to seek grants and other alternative sources of funding to support programs. In fact, the College has been successful in obtaining substantial grants (State Block Grants, TIPP, PFE, VTEA), which have been instrumental in providing much needed resources for upgrading equipment and facilities, training for staff and faculty, and providing and supporting programs designed for student success.

Golden West College works in coordination with the District's Facilities Master Plan in carrying out deferred maintenance programs and in the development and maintenance of facilities. Facility recommendations include undertaking a review of existing facilities aimed at improving efficiency of their use, and establishing specific facility solutions to reconfigure, expand, reorganize or replace existing spaces. Current projects include improving the appearance of the campus with the use of Swap Meet revenue. Other projects include painting buildings and replacing carpet campus-wide as well as acquiring signage on the southwest and northwest sides of the college property.

In Fall 1998, Golden West initiated a Weekend Express program that included California State University system general education requirements. In January 2000, a four-week Winter Intersession was introduced. The College introduced its first online course (Psychology 100) in Spring 1999. In Spring 2000, an Honors Program was approved by the Academic Senate and CCI. This program will commence in the Fall 2000. Schedule planning for the Fall 2000 includes fourteen Weekend Express classes, seventeen online classes, and five Honors classes. The January 2001 Winter Intersession includes 83 classes.

The College has made an effort to resolve student and faculty support issues that have developed as a result of the above alternative scheduling modes. During Spring 2000, the Library/Learning Resources Center extended hours to Saturdays, an administrator is available on the weekends, and students have access to food service through the College's weekend Swap Meet vendors.

The College changed to a 16-week semester Fall 1999. In addition, year-round scheduling development began Spring 2000. Because of this, students are able to project their schedules earlier.

Due to an increase in enrollment and with the development of new programs and the dedication of 15 former classrooms to computerized labs, Golden West is in the process of reviewing space utilization throughout the College. As part of the College's ongoing planning and space utilization development, the Instructional Planning Team is developing a room usage process tied to program review, curriculum and instruction.

An inventory of all classrooms and labs was completed in the fall of 1999 by the campus Research Office. Configuration, access and scheduling will be part of the space utilization review. This information will be incorporated into the new PNI database (Protocol National, Inc.). Subject to modification as the needs of the service population change, this document will provide ongoing analysis and guidance.

Planning Agenda

1. Continue to encourage faculty and staff to seek out additional funding sources for improvements outside the normal planned and budgeted items.

2. Encourage the use of new technologies to augment and enhance the traditional methods of teaching while reducing the cost of traditionally expensive curricula.

3. Continue to review the student and faculty needs related to the online courses, Weekend Express courses, Winter Intersession courses, and Honors Program.

4. Complete the space utilization analysis initiated in 1999-2000.

4.A.5: The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Golden West College has developed a comprehensive matriculation program which includes an assessment of basic skills in reading comprehension, writing, and math; an orientation to the College; and academic advising by counselors regarding course selection. The College designed the process for students planning to obtain a degree, a certificate, or transfer to a university, as well as those who are undecided about their educational goals. The assessment of basic skills is mandatory for students pursuing a degree or certificate as well as those enrolling in an English or math course for which a prerequisite is required. With few exceptions, the College encourages all new students to participate in the matriculation program. All new students who participate in matriculation receive a free GWC catalog.

The institution makes available to students a comprehensive support services system that includes counseling and advisement, the Transfer and Careers Centers, an athletic retention program, Disabled Student Services, financial aid services, and job placement/career services. Special services such as CalWORKs, Care and Re-Entry are tied closely to instructional planning. The provided services and resources are listed in the college catalog, class schedule, Student Services brochure and the Handbook for Student Success.

To inform new faculty about student services, the College provides all new faculty with orientations covering the matriculation process, the Learning Resources Center, and student counseling services. Also, the College offers specialized workshops through the College's Staff Development Department to regular and adjunct faculty during the academic yeardesigned for professional development.

(see Staff Development Schedule of Workshops)

As part of an ongoing professional development process and to keep abreast with changes in their field, the college counseling personnel attend career conferences, UC/CSU transfer workshops and counseling related courses.

Self Evaluation

The College provides information of available services to students effectively through listings in the college catalog, the Handbook for Student Success, and the class schedule which clearly explain the admissions, degree and transfer requirements.

To serve students, the Counseling department is open from 8 a.m. to 7 p.m., Monday through Thursday, 8 a.m. to 3 p.m. on Friday, and on Saturdays from 9 a.m. to 1 p.m. (Saturday hours began in Fall 1998.) Orientation and assessments are currently scheduled for weekdays, some evenings, and some weekends. The College has implemented a program of computerized English assessment and is working on an ESL and math program, which will allow for greater flexibility in assessment scheduling.

All student services are located in buildings that are readily accessible to visitors and students.

Planning Agenda

1. Continue to improve the process of disseminating information of available services to students and potential students. A CD-ROM is being revised that includes the college catalog, the student handbook, and other materials that the student can use to find any information using computerized search tools.

2. Continue to increase the availability of Counseling services to the students by increasing hours the department is open and using existing technologies such as the World Wide Web and electronic mail to allow students to receive the information necessary to reach the students goals and objectives.

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Standard 4B:
Degree and Certificate Programs

4.B.1: The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning and use of information.

Descriptive Summary

The Golden West College Catalog clearly relates the College's degree and certificate offerings to the mission of the institution. The catalog and class schedule also explain the degree and certificate requirements, including the specific purpose of each degree or certificate. All the degree and certificate programs at Golden West College meet state guidelines and requirements.

The Council for Curriculum and Instruction (CCI) evaluates all proposed additions or modifications to courses. In addition, it oversees course content review for validation of prerequisites, which directly affect the sequence of a given degree or certificate program. The program reviews developed by individual departments deal more specifically with the length, depth, breadth and sequencing of degree and certificate programs. Departments complete these program reviews every year. As part of these program reviews, the departments perform a careful evaluation of the current course offerings and any degree or certificate offered, as well as take into consideration proposed directions of course offerings in the future.

(see Sample Instructional Program Review Document)

Self Evaluation

The existing procedures by which individual courses, degree programs and certificate programs are developed, evaluated, modified and maintained is comprehensive and ensures that the College's mission is met. The validity and appropriateness of the content and structure of degree and certificate programs are both maintained through department program reviews, which occur on an annual basis. If the annual program review results in recommendations for curriculum additions or modifications, such proposals for change are submitted to the appropriate dean and forwarded to the Vice President of Instruction for appropriate action.

The college catalog identifies clearly the requirements for each degree or certificate offered and includes recommendations of support courses for specific programs. Requirements for degree and certificate program include a total number of units to be completed within a reasonable time frame for a full-time student. Both the Golden West College Catalog and the class schedule indicate specific semesters in which individual courses are customarily offered.

By an ongoing monitoring and evaluation process of courses, degree programs, and certificate programs, the College is not only able to maintain the integrity of the programs it offers, but also meet the demands of a changing workplace with appropriate and adequate program content.

Planning Agenda

None.

4.B.2: The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary

The college catalog contains full descriptions of the College's degree and certificate programs. These descriptions contain specific objectives, intentions, and potential career applications following the completion of the degree or certificate program. The catalog also explains whether a course of study is intended to prepare a student for a specific employment opportunity or for transfer to a baccalaureate degree institution. Specific student mastery of knowledge, required skill levels, and competency requirements can be found in the outlines of individual courses, which are on file in the Vice President of Instruction's Office.

Self Evaluation

The College clearly identifies the intention of degree and certificate programs, both in the descriptions of initial objectives as well as in indicating future applications of the programs. An A.A. Degree may be designed to prepare a graduate of the program for immediate employment in the area of study. Experience in the field may be gained through the college's Cooperative Work Experience Program courses, which directly provide the student with career preparation and competencies.

Descriptions of the degrees or certificate programs also serve as a basis for furthering students' educational experience towards baccalaureate degrees. To help students plan their individual college careers, the catalog degree descriptions often include mention of similar degree programs which the students might wish to consider as alternatives or programs which complement the program first chosen. Taking into account the various transfer requirements, the College advises students to refer to the transfer institution to identify the most suitable degree or certificate program for their needs. Objectives of programs are clearly indicated.

4.B.3: The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary

After completion of the approval process, the course outlines, which identify the learning outcomes expected for the College's degree and certificate programs, are kept on file in the Vice President of Instruction's Office. Instructors are encouraged to provide course syllabi, which define expected learning outcomes, to students in all courses. As they complete a course of study, the students will demonstrate their achievement of these learning outcomes by means of final examinations, course assignments, and other evaluative means as defined in the syllabi. Furthermore, each academic program identifies a specific sequencing of required courses. Articulation with high schools results in the formation of agreements about student learning outcomes, which are also kept on file in the Vice President of Instruction's office or the Tech Prep Office at Orange Coast College. These agreements are reviewed periodically. In addition, the college articulation officer confers with representatives from four-year universities and colleges to develop course-by-course agreements that are based on student learning outcomes.

Program outcomes are clearly identified in the descriptions in the college catalog. Counselors and faculty visit high schools and organizations in the local community to describe programs and explain expected student outcomes. The College designs outreach and recruitment activities to make the public aware of program outcomes. Finally, the College informs the high schools via specific activities, including College Preview Day and Individualized High School Tours to specific discipline areas of interest.

The College's Instructional Program review identifies performance measures, such as student retention and success rates, as well as the number of certificates awarded. Such information is utilized in order to track student success in achieving the stated learning objectives.

Self Evaluation

Learning outcomes are evaluated by means of an intensive program review process, which incorporates student surveys, enrollment patterns, analysis of student success patterns using final grade summary data, and staff assessment. This comprehensive process assures that programs are designed appropriately for student success. This self evaluation of learning outcomes also identifies needed improvements in programs and leads to modifications in expected learning outcomes when appropriate.

Advisory committees participate in program development and improvement and assist in the evaluation of program outcomes based on the performance of employees. The Vocational Education Office hosts regular advisory committee meetings with targeted groups, including employers from specific industries, to solicit input on program outcomes and suggestions for improvements. The results of these meetings are shared with all appropriate staff to facilitate followup. The District has a Tech Prep program housed at Orange Coast College, which serves as the host of the Regional Tech Prep Center. The Tech Prep program works to identify high school career paths to the college. The District Research Office is involved with establishing a tracking system to monitor students' progress through career preparation and employment.

Reports from the California State University (CSU) system compare the grade point average (GPA) of students who transferred from Golden West College with the GPAs of CSU native students. Results show GWC students with higher GPAs than the native CSU students, indicating that GWC students were well prepared for transfer.

(see California State University Performance Reports)

4.B.4: All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

The initial design of educational programs begins with research and development by faculty in the individual disciplines. Generally these faculty-designed programs are centered on an established area of inquiry or evolve from an existing disciplinary core; however, curricula are at times developed around emerging areas of inquiry that may be interdisciplinary or not pre-established. Often the research that leads to faculty designing a specific degree or certificate program may arise in response to needs identified in the local community.

Educational programs designed by faculty may include core courses and recommended electives and may offer options designed to meet individual student needs. In such cases, the individual departments in which the new program was designed will propose and recommend the new degree program by presenting the program to the Council for Curriculum and Instruction (CCI). CCI reviews the course proposal to assure that it meets the requisite tests for academic rigor and viability based upon established need, breadth, suitability of coverage of standard theories and methods of inquiry, and reflects an appropriate sequencing of courses. The process for degree program approval parallels the process required in state approval procedures. All curriculum development concerns are thus handled at the college level. Regional review for career and technical programs occurs at the monthly meetings of the Los Angeles / Orange County Workforce Development Leaders.

Self Evaluation

The College has a process for program and course development which is faculty based. This process furthermore requires the sequencing of courses in a program include the breadth of knowledge represented by the discipline and the theories and methods of inquiry usually associated with that discipline. In addition, the course sequence must be focused within a defined area of inquiry and/or established interdisciplinary core. The procedures for program and course development require intensive and comprehensive analyses of needs and rationale. The faculty retain primary control of the curriculum. Assuring resource allocation for programs is vested in the approval authority of the Board of Trustees.

By following the State Chancellor's approval procedures, the College assures that new curricula are put through appropriate tests in order to receive approval of the California Post Secondary Education Commission. These processes have proven to be very effective in assuring the currency and relevancy of curricula.

4.B.5: Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

All programs and courses are reviewed by faculty to assure that they require critical thinking skills demonstrated through competent language skills. The approval of computation skills and language competency is based on demonstrations specified in each course description, in course goals and objectives, and in the specified evaluation activities required of students, insuring that students who successfully complete the courses and programs have demonstrated such skills and competence. Furthermore, the graduation requirements for associate degrees require demonstration of students' competency in reading, critical thinking, written expression, and mathematics.

Self Evaluation

Course syllabi and course outlines describe how competency in the use of language and computation (as appropriate) is to be demonstrated, as specified in the Course Outline files in Office of Instruction. Review and evaluation processes assure that objectives are being met in all degree and certificate programs. A report on grade distribution is issued each semester to the academic deans and department chairs for review to assure grading trends are appropriate. CSU reports on the success of students transferring from GWC to four-year universities and colleges provides further evidence that the College's students are achieving competence.

(see Grade Distribution Report Spring 2000)

4.B.6: The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary

During the past four years, the Chancellor's Office has been in the process of shifting from the Student Accountability Model (SAM) of tracking vocational students to a system based upon a match of records with the Employment Development Department Unemployment Wage Data System. The College is working with the District Research Office to implement this new system, but progress has been slow due to funding and personnel limitations.

The College's vocational programs undergo regular review by advisory committees charged with examining expected outcomes and their relationship to business and industry expectations, transfer eligibility, level of instruction, and academic rigor. Such a review process helps to validate the appropriateness of the learning outcomes.

Self Evaluation

Golden West College is analyzes all programs funded by VTEA. The data and analysis are included in the final VTEA IIC Report of August 1999. This report also includes the Unemployment Insurance Wage Data as one measure of student success.

Documentation of expected student outcome competencies is contained in the course outlines. As specified in the outlines of each individual course, the faculty teaching that course evaluate the students based on their performance on exams, assignments, class projects, and other activities appropriate to assessing student achievement. The Grade Distribution Report document student success and retention.

Certain programs utilize outside agencies to measure student competencies. Nursing students must meet the minimum competencies required by the California State Board of Registered Nursing. The Police Academy recruits and inservice law enforcement personnel must meet the California Peace Officer Standards and Training (POST) Commission Standards, and pass POST tests to demonstrate competencies. Cosmetology students desiring licensure must pass a State Board of Cosmetology written and performance test. Students in selected specialized programs of automotive technology, diesel technology, and auto collision may elect to take national voluntary certification tests in the National Institute for Automotive Service Excellence (ASE) testing program.

The Career Education Committee advises Instructional Planning Team about issues and activities related to career education. The committee provides the opportunity to discuss all aspects of career education at the College and reviews and recommends policy changes affecting career education to the appropriate campus committee. Responsibilities include: serving as an information link regarding local, state, and federal vocational issues, grants, and legislation; advocating for vocational education at the College; planning staff development activities; planning and developing procedures for the functioning of and recognition of advisory committees; recommending allocation of VTEA funds; and promoting improvement in vocational programs to reflect industry expectations and standards.

Planning Agenda

The College should pursue collecting and reporting student performance and outcomes on state licensure tests in programs for which it offers certificates.

Standard 4C: General Education

4.C.1: The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

The general education component of the Associate in Arts degrees was designed by the faculty to develop in students a greater breadth of knowledge which will enable them to better recognize, understand, and act upon the complex personal, social, and political issues of the world today.

All associate degrees require a minimum of 60 semester units of general education. These general education requirements may be found in the college catalog and in the class schedule.

Self Evaluation

The Golden West College Catalog and class schedule explain in detail the categories and minimum unit requirements for general education and provide a complete current list of course selections. The College mails the class schedule free of charge to all residents in the district, while the annual catalog may be purchased for a nominal fee.

The Council on Curriculum and Instruction (CCI) reviews all new courses for general education appropriateness. Before the annual publication of the catalog, a review of the list of courses satisfying general education requirements is completed to ensure that the list reflects any course changes which have been recommended by CCI and approved by the Board of Trustees.
(see Review of General Education Courses 1998)

The College publishes a complete and current list of courses satisfying general education requirements; however, the courses from this list are not identified as general education in the class schedule. Students would be better helped if these courses were identified as satisfying a particular category of the general education component in the Schedule of Classes.

Planning Agenda

Consider revising the College Catalog and Class Schedule in order to identify courses which are in the general education component and which category they satisfy.

4.C.2: The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

Golden West College seeks to meet the ever-changing and diverse needs of individuals, the community, and the evolving larger society by offering general education courses that make up the College's A.A. degree programs. Furthermore, the College seeks to develop its students' critical thinking and communication skills, to contribute to their cultural literacy, to encourage in them positive attitudes toward learning, and to prepare them to participate in a world that is increasingly complex and challenging. This general education philosophy is stated clearly in the college catalog, which concisely explains the rationale for each program and category of courses.

The general education component of the College helps students to understand the physical world. It helps them to comprehend the complexity of the social environment including the patterns of relationships of both individuals and groups. It assists them to understand the modes of inquiry of the major disciplines. It deepens their appreciation of artistic and cultural traditions and teaches them to be aware of other cultures and times. It improves the students' communication and reasoning skills and teaches them to make critical judgments and to convey that critical thinking both in writing and in speech. Through the general education courses, students develop a greater degree of self-understanding and self-esteem. Finally, the general education component of the college leads students to a positive attitude toward learning.

The Council on Curriculum and Instruction reviews the general education appropriateness of all courses which are to be added to the curriculum and recommends their addition to the Board of Trustees if the course is found to meet the following criteria:

Level: The course is beyond the minimal public high school level subject matter requirements in the service district.

Scope: The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline.

Integrity: The course is a whole unto itself and not primarily part of a sequence of courses.

Generality: The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline

Critical Thinking: The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.

Continuing Study: The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.

Cultural Diversity: The course demonstrates sensitivity to cultural diversity.

Self Evaluation

The Council on Curriculum and Instruction (CCI) reviews and evaluates every individual course that is considered for inclusion in the college's general education component, as well as those GWC courses that fit into the California State University general education component or in the Intersegmental General Education Transfer Curriculum. The review of these courses is thorough and rigorous, and each course must meet the appropriate criteria.

Planning Agenda

1. Survey the faculty to determine if they are aware of the above listed criteria and to insure that the various components are in fact being included as part of the course offerings where appropriate.

2. Modify the student surveys, which are used as part of the faculty evaluation process, to include questions that will indicate whether or not the above listed criteria are being met by the course offerings of the college.

4.C.3: The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary

The general education requirements, as stated in the College Catalog, are designed to meet the needs of all students and are stated in terms of three options. Option I is primarily for students who are pursuing a specific career program and who do not intend to transfer to a four-year university. Option II is specifically for students who intend to transfer to the California State University system. Option III is intended primarily for students who wish to transfer a University of California campus or are unsure if they will transfer to a UC or CSU campus. The requirements in all three options exceed those specified in the California Education Code, Title 5.

Option I requires completion of a minimum of 21 units of general education courses. Students must complete from three to nine units in each of five areas:

Area A - Communication in the English Language and Critical Thinking

Area B - Physical Universe and its Life Forms

Area C - Arts, Literature, Philosophy and Foreign Language

Area D - Social, Political and Economic Institutions

Area F - Lifelong Understanding and Self-Development.

Option II requires the completion of a minimum of 39 units of general education courses. Students must complete from three to nine units from each of the same five areas (Area A through Area F).

Option III requires the completion of a minimum of 34 or 37 units of general education courses. Students must complete from three to nine units in each of six areas:

Area 1-English Communication

Area 2-Mathematical Concepts and Quantitative Reasoning

Area 3-Arts and Humanities

Area 4-Social and Behavioral Sciences

Area 5-Physical and Biological Sciences

Area 6-Language other than English.

The list of courses which satisfy each area requirement is extensive and is detailed in the college catalog. The courses selected for inclusion on the list for each area not only provide content and methodology, but also provide opportunities for the student to develop intellectually, technologically, and culturally.

The College has a Writing Center, a Math Center, a Learning Resources Student Computer Center, a Speech Center, a Tutoring Center, and an Intercultural Center as additional resources to help students develop the skills and attitudes described in this standard.

The Writing Center provides a wide variety of services for all students enrolled in English and ESL courses. They include individual consultations with faculty and tutors, workshops, independent study courses and activities designed to correct specific writing problems.

The Math Center provides the computer facilities for the computer lab component of remedial mathematics courses and the computer lab assignments for higher level mathematics courses. Tutoring is available on both a brief walk-in and on a more extensive basis. The Center also provides a quiet study area with textbooks and solutions manuals.

The Learning Resources Student Computer Center is open to all students who register for a non-credit class (Learning Skills 920) and pay a materials fee. Access to the Internet, e-mail, and

Office 97 software allows students to use this computer facility to do an assignment in conjunction with any course in which they are enrolled.

The Intercultural Center is an education and service center for students, potential students and members of the community. The activities include educational programs, guest speakers, informal conversational gatherings, annual KinderCaminata, study abroad opportunities, support services for international students, and intercultural events.

Self Evaluation

The current general education program consisting of the three options, Option I, Option II, and Option III as described above, was first instituted for the 1992-1993 school year. The fact that the general education courses specified in Options II and III have been articulated with CSU and UC institutions to take the place of their own individual campus requirements indicates that these general education patterns are appropriate. Counselors indicate that, in general, Options I, II, and III work very well. They are easy for the students to understand and follow and for the counselors to explain.

The college community has the opportunity to review all degree options and make recommendations for changes through the Council on Curriculum and Instruction (CCI). When CCI approves a new course, there is a separate rigorous approval process to determine if that course should be added to the general education program under any of the three options. However, at present there is no regular process in place for a periodic comprehensive review of the general education program to be sure that the course offerings are updated and continue to serve the needs of the students.

Over the past three years the Intercultural Center has not had the direct connection to educational and instructional programs that was once its major focus. At one time, the Center had a volunteer staff of over 120 people. These volunteers worked with students on an individual basis. Help was given on assignments directly related to the courses in which the students were enrolled. That service is no longer available. The Center also provided support for International Students and was an information resource place for the District Study Abroad Programs that served students and faculty. This service has been cut back. A faculty member who worked with other faculty to coordinate and provide these and other instructional services was never replaced.

An Intercultural Center Taskforce has been established. This Taskforce will prepare a report with recommendations as to whether the Center will continue under the Instructional area, be transferred to the Student Services area, or assigned to both by the end of Spring 2000.

Planning Agenda

1. CCI will develop a process of periodic comprehensive review of the general education requirements to ensure that they continue to serve the needs of our students.
2. The College will study the present status of the Intercultural Center with the goal of trying to re-establish the link between the Center and the classroom.

4.C.4: Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

Students demonstrate competency in oral and written communications, scientific and quantitative reasoning, and critical thinking by successfully completing the requirements specified in Option I, Option II or Option III of the general education program. The Golden West faculty has designed the college's general education program to incorporate minimum competency requirements in these areas. A procedure involving faculty, academic departments, and the Council for Curriculum and Instruction (CCI) specifically determines that minimum competencies requirements are in place before approval of the course.

Self Evaluation

The courses specified in Options I, II, and III of the general education plan have the variety, breadth, and scope to give students the opportunity to demonstrate competence in oral and written communication, critical thinking, scientific and quantitative reasoning.

Students who select Option I or Option II demonstrate competence in oral and written communication and critical thinking by completing the required nine units in Area A: Communications in the English Language and Critical Thinking. They demonstrate competence in scientific and quantitative reasoning by completing the required units (six for Option I, and nine for Option II) in Area B: Physical Universe and its Life Forms. Additionally the completion of the required units in Areas C, D, and E enhance these competencies.

Students who select Option III demonstrate competence in oral and written communication and critical thinking by completing Area 1: English Communication requirements. They demonstrate competence in quantitative reasoning by completing the Area 2: Mathematical Concepts and Quantitative Reasoning requirement. Competence in scientific and quantitative reasoning is demonstrated by completion of Area 5: Physical and Biological Sciences requirements. Completion of requirements in Area 3: Arts and Humanities, Area 4: Social and Behavioral Sciences, and Area 6: Language other than English further qualifies as demonstrating the competencies of this standard.

One indication of the success of the general education program is provided by data on Golden West students who transfer to a California State University campus compiled in an annual report from the CSU system. In the latest such report for 1997-98, Golden West transfer students have a higher continuation percentage (the percentage enrolling in the fall term who re-enroll for the following fall term) than the percentage systemwide. Additionally, Golden West transfers maintain a CSU grade point average higher than that systemwide.

(see California State University Reports)

The alumni and student surveys which were part of the accreditation self study indicate that alumni and students are satisfied that completion of the general education program indicates competence in the areas stated in the standard. However, the Golden West faculty survey indicates that only 40.5% agree with the statement "students completing the general education program demonstrate competence in oral and written communications," 46.5% agree that students demonstrate competence in scientific and quantitative reasoning and 43.7% agree that students "...demonstrate competence in critical analysis/logical thinking." In other words, fewer than 50% of the faculty respondents agree that students completing the general education program do in fact demonstrate competence in oral and written communications, scientific and quantitative reasoning, and critical analysis/logical thinking. These percentages are slightly lower than the results on the Orange Coast College faculty survey. Further study seems warranted.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey)

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Planning Agenda

Conduct further study to determine if the faculty survey results indicate a problem with the general education program in regards to the demonstrated competencies in oral and written communications, scientific and quantitative reasoning, and critical analysis/logical thinking of students who complete the program.

Standard 4D:
Curriculum and Instruction

4.D.1: The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

Through a Program Review process, faculty review and evaluate their individual instructional program on an annual basis. This process provides administration and the Board of Trustees with information concerning currency, quality, cost, and responsiveness to perceived student and community needs. The college's Program Review process (revised and shortened in 1998) incorporates enrollment data, Advisory Committee recommendations, and goals and objectives for the upcoming year. The individual Program Reviews are used in the distribution of Partnership for Excellence and VTEA funding. In addition, they are utilized in the determination of the need for new faculty hires. The results of Program Review are incorporated into the Education and Facilities Master Plan. Such inclusion in the master plan stresses the link between campus planning and individual program needs.

The annual Program Review process involves several campus and community entities. Each college department participates in this self-evaluation and projection of goals and objectives. Student surveys, student statistical data, course outlines, staff information, facility data, and other pertinent data to identify program strengths and needs are collected and analyzed. The department then writes and documents their program review.

Self Evaluation

The Program Review process was evaluated, redesigned, and shortened in Spring 1998. Many cumbersome questions were eliminated, and processes were developed to facilitate data documentation and interpretation and to expedite the review process which is linked to the campus Budget and Planning Committee, as well as to the Instructional Planning Team. Program Reviews now specifically require adding program planning to the College Plan. Department planning also supports the development of annual priority objectives.

Our Program Review process emphasizes the connection between instruction and budget and planning. Since this has become an annual process, it allows the campus to make timely decisions based on current data. It is suggested that the database be narrowed down to a workable number of items. This should encourage greater participation from all disciplines undergoing our annual review process. Ten to twenty clearly defined, critical data items can be reported and used in the process. Some faculty believe that the amount of data at this time is overwhelming.

Planning Agenda

1. Designate an ad hoc Program Review committee to assist our Program Review Process.

2. Include a box on the revised Program Review/Curriculum Review documentation that would include:

   ____ We have reviewed the following course outlines
   - A) Updated with minor changes - no curriculum action required
   - B) Forwarded changes to CCI

4.D.2: The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

The AFT Contract (Article X, Academic Relations, Section 1, College Curriculum Committees) indicates that, The committee will review proposals, developed under guidelines established by the Curriculum Committee and approved by the Academic Senate, from the various disciplines of the college, as well as from individual faculty members. The process is the same for all types of instructional delivery methods.

As a subcommittee of the Academic Senate, the Council for Curriculum and Instruction (CCI) maintains responsibility and oversight for credit and noncredit (see D.6) curriculum effectiveness by reviewing and/or revising courses or developing new courses. The committee's specific functions are to evaluate new courses, as well as proposed changes and revisions in curricula; to apply Title 5 and campus academic standards to current, revised, and proposed courses; and to coordinate and organize instructional planning, practices, and policies as they relate to faculty and curricula. The committee membership is comprised of fulltime faculty, each of whom is chosen to represent his/her respective department; a representative from the academic counseling department; and a student member. The Vice President of Instruction serves as a nonvoting member.

New courses or course revisions originate from several sources: faculty; advisory committees; community needs; new or changing state or federal requirements; perceptions of occupational needs, i. e., increased use of technology in the work and academic arenas; and general currency of instruction.

The process begins with the instructor who writes or revises a course or course of study leading to a certificate or major and supports the action with appropriate and required documentation necessary for course approval or revision. Such paperwork, likened to an application process, records the proposed course number, units, catalog description, student goals, outcome objectives, course outline, samples of assignments, timeline of instruction, and recommended textbooks. The department's CCI representative assists the instructor. All course proposals are initially reviewed and analyzed at respective department meetings. The request is then sent to the Library/New Media and then to the division dean for review. The course review continues through two meetings - one for discussion and the second for action.

After CCI approves the course, it is submitted to the Board of Trustees for final review and approval. In this comprehensive process many campus entities review the proposed or revised course for relevancy, currency, and quality. Proposed courses or revisions may be implemented the following semester.

Self Evaluation

The CCI process has been judged to be efficient and effective. It is now more responsive to campus timelines for implementation of new and revised curriculum. The process ensures all programs and courses have the appropriate quality, rigor, and effectiveness because they must meet the same standards.

With new streamlined guidelines for program and course approval, some processes may need to be reviewed, such as the turnover of departmental CCI representatives for reasons of sabbatical, teaching load, illness, etc.

Planning Agenda

1. Further refine the process for expeditious course approval.
2. Review process of replacing CCI departmental representatives when they must leave the committee due to sabbaticals or other reasons.

4.D.3: The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Descriptive Summary

Information concerning campus-wide grading policies is included in the college catalog. Grades are based on how well the student achieves the stated course objectives, at least in part by essay writing or, where appropriate, problem solving or skill demonstrations. All courses have outlines approved by the CCI. These course outlines indicate the content that must be learned or the skills that must be mastered in order to complete the course. The approved outline of a course is provided to all instructors hired to teach it. It is the instructor's responsibility to explain to the students how the requirements listed in the outline will be achieved. This explanation of the requirements may be included in a syllabus handed out to the student at the beginning of the course. Often syllabi include an explanation of the instructor's grading policies.

Golden West College awards three options of the Associate in Arts Degree. Option I is intended for students with a Career Focus. Option II (Liberal Arts-CSU) is intended for students who plan to transfer to one of the 22 California State University campuses. Option III (Liberal Arts-UC/CSU) is intended for students who intend to transfer to one of the 9 University of California campuses, or who are unsure if they will transfer to a UC or CSU campus. For students who are seeking to quickly prepare for employment in a specialized area, certificate programs based on the core programs in a major area of study are also available.

The degree for which each course is appropriate is indicated by the course numbering system. Generally, courses are numbered as follows:

> Courses numbered 001-099 are usually basic skills courses.
>
> Courses numbered 100-199 are usually first-year courses.
>
> Courses numbered 200-299 are usually second-year courses.

Credit for classes is determined by requirements of transfer institutions, the Carnegie units, and number of hours in the class.

Students can earn credit by several other means. Subject to departmental approval, a student who can demonstrate mastery of the content of a specific Golden West College course may petition to receive credit by examination. Students may also receive credit for the successful completion of examinations in the Advanced Placement Program of the College Entrance Examination Board, the College Level Examination Program, or the 2 + 2 Articulation Program. The College offers credit as well for courses taken during military service and basic military training; credit is awarded according to the American Council on Education's guidelines.

Certificates of completion are sometimes issued to students who have successfully completed certain classes to upgrade their occupational skills. These requirements are officially stated in the college catalog. Credit awarded is based on generally accepted norms and equivalencies.

Self Evaluation

There is no uniform college requirement for course syllabi. Students often ask for the kind of information contained in a complete syllabus. When syllabi are prepared, the quality of the format often varies from instructor to instructor. Faculty are encouraged to clearly state in their syllabi the course requirements and evaluation methods (e.g. attendance criteria, deadlines to be met, and how student learning is evaluated). However, when faculty utilize the college web page builder for the development of their home pages there is a standardized format for the information that is provided to students.

Planning Agenda

1. Continue to encourage faculty to "clearly and completely" state course requirements and evaluation methods in the syllabi that they provide to students.
2. Review and consider the sample syllabi provided through the web page builder as a standard format for campus course syllabi.
3. Submit a copy of the syllabus to the appropriate dean every semester .

4.D.4: The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits are accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between first institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

Golden West College clearly states transfer of credit policies in the college catalog under "Awarding of Credit" (page 32). The policy reads

"Previously Earned Units: College credits earned at any accredited institution of higher education. Credits are not awarded for sectarian courses. Credits are posted to transcripts upon completion of all other graduation requirements. Students must request copies of official sealed transcripts be mailed to Admissions and Records from each college attended."

The policy of the Board of Trustees is to accept courses for credit from schools identified in the Accredited Institutions of Post Secondary Education, a guidebook published by the American Council on Education. If the course under consideration for credit is relevant to a specific major, then the chair of the department or program coordinator for that major makes the determination. The department chair or program coordinator compares the course in question to existing courses at Golden West College. If the course is found to match one of the College's courses, then credit is given. For all courses completed out of state, the approval of the academic dean is required.

The College also assesses course transferability through the database titled Articulation System Stimulating Interinstitutional Student Transfer (ASSIST). This database lists transferable courses from participating four-year colleges and universities that can be matched with courses at a community college. Golden West College has over 400 baccalaureate level courses that can articulate with lower division courses at four-year colleges and universities. Of this number, approximately 126 courses qualify as California Articulation Number (CAN) courses, meaning that they articulate with four or more universities. Of these 126, six were new CAN courses added in 1999. GWC ranks in the top 10% of California Community Colleges in terms of its number of CAN qualified courses.

The College has established formal articulation agreements with both the California State University and the University of California systems and continues to expand and improve its articulation agreements with four-year institutions. In general, 100 students transfer to a University of California campus throughout the academic year with a majority beginning the university in the fall. Between 500 and 600 of our students transfer to a California State University annually. A growing number of students transfer to four-year independent colleges each year. The College Catalog describes the transfer curriculum.

Self Evaluation

The College has clearly stated its transfer of credit policies, and processes are in place to certify them. The College also provides clear and specific information on transfer policies in the College Catalog and at the Transfer Center. The College's articulation agreements with the California State University and the University of California systems grow stronger each year.

The College has a coordinator of university articulation who coordinates new course articulation agreements and assesses general currency of agreements. However, this coordinator of university articulation recently retired. Although he has continued to work one day a week to fill the position and attend CCI meetings, his abbreviated schedule doesn't always allow him to stay current with what is happening on campus, nor does it allow him to be available on an a-needed basis.

Planning Agenda

1. Continue to expand articulation and transfer agreements.
2. Recommend and develop justification to support hiring a full-time transfer and articulation counselor.

4.D.5: The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

The College utilizes a wide range of delivery systems and modes of instruction compatible with the objectives of the curriculum and the needs of students in academic, career, and technical education. The course offerings include sequences which enable students to transfer to the California State University and the University of California systems as well as to private four-year colleges.

The College began offering online credit courses in Spring 1999. In response to community needs and interests, the College made available to students a wide range of credit "Weekend

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Express" courses during the Fall 1998 semester. These courses are listed each semester in the schedule of classes and offer compressed instruction in a variety of disciplines, allowing students to attend five to eight weeks or less to complete courses normally offered in the semester-length format. The Online Express (Fall 2000) and the Weekend Express courses are responsive to the needs of students with scheduling conflicts or with work and family responsibilities which might otherwise prevent them from taking courses.

The College also offers contract education, which through agreements with outside agencies, creates partnerships for the delivery of services and training to students. Golden West College's contract education effort is in conjunction with the Coast Community College District's Business Link Office.

Furthermore, the faculty of the College offer a wide range of delivery systems and modes of instruction appropriate to the specific instructional objectives of the courses being taught. Faculty design into the courses modes of instruction that take into account diverse learning styles. Although the lecture remains a primary mode of instruction in the general education courses, instructors have participated in various forms of training to learn other modes of instructional delivery to incorporate into their courses. More and more instructors at the College are becoming adept at using multimedia presentations, computer-assisted instruction, field trips, modeling and demonstration, and cooperative learning and discussion groups.

The Coast Community College District also recognizes the importance of providing students an education with an international and multicultural dimension. Students are given the opportunity to study in foreign countries with the District employed faculty. Credits earned may be applied toward an associate or baccalaureate degree. Programs currently include academic opportunities in Costa Rica, Spain, Italy, France, England and other countries.

The College also offers flexible scheduling including the Online Express and the Weekend Express, as well as a new 16-week semester format. This has allowed for the introduction of a 4-week Winter Intersession that began in January, 2000. There are numerous open entry/open exit courses available, for example Computer/Office Applications and Physical Education.

The College has a Writing Center, a Math Center, a Learning Resources Student Computer Center, a Speech Center, a Tutoring Center, and an Intercultural Center as additional resources to help students develop the skills and attitudes described in this standard.

The Writing Center provides a wide variety of services for all students enrolled in English and ESL courses. They include individual consultations with faculty and tutors, workshops, independent study courses and activities designed to correct specific writing problems.

The Math Center provides the computer facilities for the computer lab component of remedial mathematics courses and the computer lab assignments for higher level mathematics courses. Tutoring is available on both a brief walk-in and on a more extensive basis. The Center also provides a quiet study area with textbooks and solutions manuals.

The Learning Resources Student Computer Center is open to all students who register for a non-credit class (Learning Skills 920) and pay a materials fee. Access to the Internet, e-mail, and Office 97 software allows students to use this computer facility to do an assignment in conjunction with any course in which they are enrolled.

The Intercultural Center is an education and service center for students, potential students and members of the community. The activities include educational programs, guest speakers, informal conversational gatherings, annual KinderCaminata, study abroad opportunities, support services for international students, and intercultural events.

Self Evaluation

Golden West College offers a broad variety of credit and noncredit courses that utilize a range of delivery systems and employs modes of instruction designed to meet the education needs of adult learners. The College regularly offers new fee-based community service courses which meet the needs of adults for continuing education and respond to specialized interests of members of the local community.

The College has made progress over recent years in adding instructional delivery modes based on new technology. Labs and classrooms utilizing not only computers but other new technology have increased in number. Across the campus the increased availability of computers, Internet access, and other multimedia technology through the Learning Resources Center has resulted in increased faculty and student access to new modes of instruction. However, the campus needs further improvement in student and faculty access to these new tools of instruction. Maintaining currency in some programs is dependent upon the college's keeping pace with new technology in its instructional modes.

Over the past three years the Intercultural Center has not had the direct connection to educational and instructional programs that was once its major focus. At one time, the Center had a volunteer staff of over 120 people. These volunteers worked with students on an individual basis. Help was given on assignments directly related to the courses in which the students were enrolled. That service is no longer available. The Center also provided support for International Students and was an information resource place for the District Study Abroad Programs that served students and faculty. This service has been cut back. A faculty member who worked with other faculty to coordinate and provide these and other instructional services was never replaced.

An Intercultural Center Taskforce has been established. This Taskforce will prepare a report with recommendations as to whether the Center will continue under the Instructional area, be transferred to the Student Services area, or assigned to both by the end of Spring 2000.

Planning Agenda

1. Expand contract education and customized training to meet the needs of businesses in the community.
2. Continue to provide technology to support instructional delivery methods in credit and noncredit programs and seek to improve the availability of such technology where needed.
3. The College will study the present status of the Intercultural Center with the goal of trying to re-establish the link between the Center and the classroom.

4.D.6: The institution provides evidence that all courses and programs, both credit and noncredit, whether conducted on or off campus by traditional or nontraditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary

Golden West College's procedure for the approval of new credit courses and programs is as follows: The faculty and the department chair of an instructional area propose new course outlines or new programs of study. Each course outline is submitted to the Dean for processing. The CCI Chair (an Academic Senate Representative) meets with the Vice President of Instruction to review the upcoming agenda and related course outlines. The proposed course proceeds through the CCI in a two-step process consisting of discussion at the first meeting and action at the next meeting. The Board of Trustees must then approve the proposed course or program. New programs are also reviewed and approved by the Chancellor's Office.

Course outlines are reviewed in the regular Program Reviews. However should new conditions arise in the academic community or in the discipline in general, a more frequent review of a course or program may be called for. Such was the case with the ESL program, which underwent a thorough revision as it grew and the needs of the population it served changed. In addition to program revision, at times faculty determine that it is necessary to retire a course whose content has lost currency or a course that no longer meets established criteria.

Usually the design of a fee-based/community service course begins with an instructor submitting a proposal to offer a particular course. A community service course may, however, originate with a request from a member of the community.

New course proposals are reviewed by the faculty in the specific discipline as well as by administrators, including the discipline coordinator or department chair. These reviews guarantee that the new course will not compete with courses already being offered.

Student evaluations of courses and instruction are done using a survey form for the credit, noncredit, and fee-based/community service courses.

Self Evaluation

The College has established procedures and instituted policies for the development and approval of new credit and noncredit courses and programs. These procedures and policies appear to be effective and involve appropriate faculty, faculty committees, and administrators. Review of courses and programs is an on-going process and regularly results in revisions and/or deletions of courses.

Community service courses are developed and approved by a less formal process than that used to create credit and noncredit courses. This process has been effective, however, in responding quickly to needs and interests in the community and has resulted in the creation of a widerange of community service/fee-based course offerings, which, judging by the positive evaluations of students taking them, are effective in meeting those needs and interests.

Planning Agenda

Continue to enhance procedures for design, approval, administration, and evaluation of courses and programs, including community education, contract and other special programs conducted in the name of the institution.

4.D.7: Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on "Principles of Good Practice in Distance Education."

Descriptive Summary

Golden West College operates in compliance with applicable Commission policies and statements in *Principles of Good Practice in Distance Education* and operates in compliance with Title 5, Section 55317 of the Distance Education Code.

Distance Learning

Golden West College's Staff Development and New Media Center have been working cooperatively in developing online courses. Golden West College was the first community college in Southern California to be accepted into the international New Media Centers' consortium. This consortium, which is comprised of corporate sponsors and leading institutions of higher education, showcases new media technology and programs.

Golden West College became a member of the California Virtual University in spring of 1998. GWC's Council for Curriculum and Instruction Council (CCI) approved a pilot project for evaluation of online courses at that time. Dr. Steven Isonio developed an original Introductory Psychology online course which was offered in Spring 1999. This course filled quickly. After the Spring 1999 offering of this online course, Dr. Isonio reported his results to the CCI Council. Based upon Dr. Isonio's report, a process was approved for faculty to offer online courses for courses already approved by CCI.

The next step was to clarify the intellectual property rights and load issues related to online courses. A side letter of agreement to the AFT contract was developed in cooperation with AFT, administration, and staff development for a 2-year pilot program at GWC.

(see Side Letter to AFT Contract Regarding Online Courses)

This agreement is significant because it clarifies before faculty develop and or teach online courses the faculty rights and the Coast Community College District rights. This side letter was developed in a spirit of cooperation by all parties to expand access to education for students.

In Fall 1999 an Instruction Web/Internet Task Force was created and comprised of faculty, staff, and administrators. The purpose of this committee is to establish campus-wide policy and procedures related to web and Internet Instruction.

In Fall 1999 a four-phase plan was developed to explore online instruction. The areas for development have been identified as follows:

1. Online materials to supplement classroom instruction
2. Online courses adapted from publisher pre-produced online courses
3. Original development of online courses by GWC faculty
4. Hybrid courses mixing online and classroom lectures.

Faculty are currently involved in all four of these areas with the support of the College's New Media Center and Staff Development Office.

During Spring 2000, Golden West College will have developed three original online courses and will have a major thrust by faculty to adapt publisher pre-produced online courses. In addition, faculty have begun exploring how to create hybrid courses to address the different learning styles of students.

The Online Express will be unveiled in Fall 2000. The Online Express will adapt to online short-term five-week Weekend Express courses in the general education transfer courses leading to matriculating to a four-year college.

Also, plans include taking short-term intensive weekend courses and evaluating the possibility of adapting them into hybrid courses.

In addition to online courses, GWC's New Media Center is actively involved with distance learning as a downlink site for instructional conferences. The California Community Colleges Video Conferencing Network, with facilities provided at each community college, is growing in popularity among faculty, staff, and administrators. Furthermore, discussions are currently being conducted with local universities on courses that can be shared between institutions live via video conferencing.

Since 1979, GWC's New Media Center (winner of 3 L.A. Emmys) has produced training via video for local and state law enforcement agencies. Currently, the New Media Center is producing monthly programming for the California Commission for Police Officer Standards and Training which is broadcast to police agencies monthly.

Self Evaluation

Using electronic delivery systems for distance education is still in the early phases of development and implementation. Distance education is certainly a direction that higher education continues to move toward. Developing offerings and integrating distance education with other college offerings requires that faculty, staff, and administrators have time and resources for planning, development, and coordination. New telecommunications technology is expensive and requires well-trained experts; thus distance education is a major budgetary commitment. The college has just begun to move into use of distance learning delivery systems.

Planning Agenda

1. Continue to assess campus need for and use of distance learning education.
2. Consider combining the Technology Advisory Committee and the Distance Learning Task Force.

4. D.8: Institutions offering curricula in foreign locations to students other than US. nationals operate in conformity with applicable Commission policies and guidelines.

Descriptive Summary

The College participates in the Study Abroad Program administered through the District Office.

Self Evaluation

Not applicable

Planning Agenda

Golden West College does not anticipate offering curricula in foreign locations.

Supplemental Documents - Standard Four

1999-00 Golden West College Catalog

AFT Contract (Article X, Academic Relations, Section1, College Curriculum Committees)

Coast Community College District Facilities Master Plan

College Plan - October 1, 1994

EDD/UI Wage Data

Education and Facilities Master Plan

Golden West College Facts - Trends through 1999

Golden West College Schedules

GWC Fall 1999 Accreditation Self-Study - Faculty/staff/Administrator Survey

GWC Fall 1999 Accreditation Self-Study - Alumni Survey

GWC Fall 1999 Accreditation Self-Study - Student Survey

GWC Instructional Plan 1992-93 through 1995-96

GWC Instructional Plan 1993-94 through 1996-97

OCC - GWC Fall 1999 Accreditation Self-Study - Faculty/staff/Administrator Survey

Program Review Abstract (form)
Handbook for Student Success

Sample Instructional Program Review Document

Side Letter to AFT Contract Regarding Online Courses

Spring 2000 Grade Distribution Report

Staff Development Schedule of Workshops and Registration form

State Chancellor's Curriculum Standards Handbook

Student Education Plan (SEP)

Upper Division Transfer to CSU from GWC - Fall '97

VTEA IIC Report

Vision 2010 Master Plan

Standard 5

Student Support and Development

Accreditation Self-Study
1999 - 2000

Margie Bunten
Co-Chair

Earnest "Chip" Marchbank
Co-Chair

David Baird

Albert Gasparian

Tom Juno

Sandra Lutz

Barbara Sablan

Carmen Sandoval

Sandy Taylor

Lawrence Williams

Golden West College
Huntington Beach

Standard Five:
Student Support and Development

The institution recruits and admits students appropriate to its programs.

It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment.

The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1: The institution publishes admissions policies consistent with its mission and appropriate to is programs and follows practices that are consistent with those policies.

Descriptive Summary

State regulations and the state's community college mission govern Golden West College's open admissions policies. The policies and procedures have been developed and validated to conform to state requirements for prerequisites. Golden West College publishes its admissions policies, consistent with its mission, including other relevant policies and procedures, in the college catalog, in the class schedule, on the College's home page on the web, and in the College Handbook for faculty and staff.

Self Evaluation

Admissions and Records

The Admissions and Records Office is the first contact a student has with the College, and the staff makes every effort to admit the students in an efficient and timely manner using its published admissions policies and practices consistent with those policies. The staff admits and enrolls students not only into credit courses, but also into non-credit classes such as the Writing Center, Speech Communication Center, Math Computer Center, Tutoring Center, Student Computer Center, and the Business and Office Applications Lab. (The Business and Office Applications Lab will be changed to Computer Business Applications Lab effective Fall 2000.)

The College has made every effort to expand its services and hours of operation to become more accessible for students to register. Certain specialized programs have additional admissions requirements, such as Nursing, Cosmetology, and the Police Academy. In addition, the Disabled Students Programs & Services (DSPS), the Extended Opportunity Programs & Services EOPS), and the International Student Program (ISP) are available for qualified students with special needs that cannot be accommodated through the regular admissions process.

Self Evaluation

Concerning admissions, registration, and records, a Fall 1999 student survey shows student responses as generally positive. A majority (55%) felt that the College provided clear and correct information about services available to students, while 35% had no opinion and 11% disagreed. In two of the following areas, 57% of the students felt that services were conveniently located (36% had no opinion and 7% disagreed) and that non-teaching staff were friendly and helpful (34% had no opinion and 10% disagreed). Responses indicated a considerable degree of satisfaction (60%) with the way their needs were met by admissions, registration, and records services, while 32% had no opinion and 8% disagreed).

(see Fall 1999 Accreditation Self-study Student Survey in the area of Student Support Services)

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Student responses in another area of the survey reflected that more than half of the students (64%) agreed that they were personally treated with respect at the College, while 32% had no opinion and 4% disagreed. In addition, more than half of the students (67%) believed that the students from diverse cultural backgrounds were treated with respect at the college, while 28% had no opinion and 5% disagreed.

(see Fall 1999 Accreditation Self-Study Student Survey in the area of Integrity and Honesty)

In general, 78% of the staff responded that all prospective and currently enrolled students are provided with accurate information about programs, graduation requirements, conduct standards, etc., while 16% had no opinion and 6% disagreed.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey in the area of overall campus operation)

Planning Agenda

1. Investigate the need for more brochures in other languages for non-native students
2. Assess the need for videos to assist non-native students
3. Continue through the Intercultural Center and the International Student Program to help non-native students to assimilate into the campus environment.

Admissions Application

Students who are enrolling for the first time at GWC must complete a College Admissions Application by either completing the mail-in application contained in the class schedule, by obtaining an application and submitting it in person to the Admissions Office, or by down loading the application from the college web site. The Admissions Application is printed in English. However, during in-person registration, a student may obtain a copy of the application printed in both Spanish and Vietnamese. A majority of the college's non-native students are Spanish or Vietnamese. These Spanish and Vietnamese versions of the application form are displayed in the lobby of Admissions and Records. In addition, bilingual staff are available in the areas of Admissions and Records and Special Student Services to assist the non-native speaking student if necessary.

New students to GWC are assigned their registration appointment at the time they submit their application for admissions on a first-applied, first-issued basis. However, those who apply in person by a scheduled deadline date are issued an appointment for telephone registration. Returning students who have previously attended GWC are issued an appointment to register at the time they submit an admissions application on a first-applied, first-issued basis, and those who apply before a designated deadline date are issued an appointment for telephone registration. Continuing students who are enrolled for the previous semester are automatically mailed their telephone registration appointment. During designated dates for in-person and late registration, an appointment is not needed.

The College has an enrollment priority process to determine the order in which students have the opportunity to register for classes. Preferential registration occurs before the telephone registration begins, and is available to EOPS and DSPS students in accordance with Title 5 Regulations.

Self Evaluation

Surveying of the Fall 1999 students revealed that the 41% of the students indicated that the application process is acceptable, 50% had no opinion, and 9% feel the process is unacceptable.

In comparison, 78% of the Golden West staff polled felt the application process is satisfactory. The staff went on to mention how strong the College's commitment is in providing to all prospective students information about programs, graduation requirements, conduct standards, and other pertinent information.

(see Fall 1999 Accreditation Self-study Student Survey in the area of Student Support Services and Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey in the area of overall campus operation.)

Planning Agenda

1. Due to six- and eight-week classes, Intersession, Weekend Express classes, and the transition to a 16-week discrete schedule for Fall 2000, additional staff is needed to maintain an efficient and constant registration process.
2. Continue to improve and expand student services for minority and international students, as well as increasing awareness of diversity issues involving the College's multi-cultural student population.

College Publications

Approximately 290,000 Class Schedules are mailed each semester to all residents in the Coast Community College District. In addition to the class schedule, postcards are mailed to promote newly added late starting classes. The information printed in the class schedules is reviewed and updated by all of the responsible departments.

The college catalog is printed annually. The information included in the catalog is reviewed each year by the responsible department. The Council for Curriculum and Instruction publishes a calendar of meeting dates for faculty to submit changes and/or additions to the catalog. This calendar is published early in the fall semester. Ten thousand copies of the catalog are printed each year.

A Student Handbook Committee has the task to publish a student orientation guide and planner and have it available to students going through orientation by this August 1 or at the latest mid-August. The handbook will also be handed out to students through Counseling, College 100, etc. The committee has a tentative schedule to gather information to be put in the handbook, with an outside company putting it together. The handbook will be an additional publication to provide students with information, along with the catalog, and serve as a convenient scheduling tool.

Self Evaluation

The student responses from the Fall 1999 survey revealed that, while 30% had no opinion, 63% of the students were satisfied that the information in the official college publications related to requirements for admissions and related issues. Students felt the information provided was precise, accurate, and current.

(see Fall 1999 Accreditation Self-Study Student Survey in the area of Integrity and Honesty)

When faculty, staff, and administrators were recently surveyed, 85% were satisfied that the published materials provided valuable information about the institution's degrees and certificates.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey on the evaluation of the overall campus operation)

Planning Agenda

Continue a study, already underway, to investigate the feasibility of distributing the College Catalog on a CD-ROM. A limited number of hard copies of the catalog would be printed.

GWC Home Page

Golden West College has consistently improved its GWC home page on the College web to provide the students with Admissions and Records information and resources. The home page gives details of the admissions process, and a copy of the College Application Form is available for downloading and printing. It is the responsibility of Public Relations to input the information on the home page.

Self Evaluation

When staff were recently surveyed about the information in official college publications such as the College web page, 76% were in agreement that the information was accurate, while 13% had no opinion and 11% disagreed.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey concerning evaluation of the overall campus operation)

The students surveyed about the information provided on the College web site responded with 46% agreeing the information was accurate, while 44% had no opinion and 10% disagreed.

(see Fall 1999 Accreditation Self-study Student Survey in the area of Integrity and Honesty)

Planning Agenda

Pursue a completely interactive online admission and registration process.

Registration

Admissions and Records offers day and evening walk-in registration hours. The hours are 8:00 a.m. - 7:00 p.m. Monday through Thursday and 8:00 a.m. - 3:00 p.m. Fridays, (except for holidays). In addition, Admissions and Records is open the first two Saturdays of each semester. To further accommodate the student, Admissions and Records will be open selected Saturdays for short-term, late-start, Intersession, Weekend Express, and open-entry courses.

During the first week of fall and spring, an Information Booth is staffed by administrators, classified staff, faculty, and Associated Students (ASGWC) volunteers to help students with questions about registration, courses, closed classes, room directions, and to give out general college information. Materials on display in the Information Booth include Student Services brochures and flyers, the class schedule, and ASGWC information.

Self Evaluation

Of 1,004 student responses, 23% were less satisfied with the degree to which student services were provided in the evening and on weekends, while 36% were satisfied and 41% had no opinion.

(see Fall 1999 Accreditation Self-Study Student Survey in the area of Student Support Services)

In contrast, 48% of the 136 of the staff were much less satisfied that sufficient services were provided in the evening, on Saturday, and during the Intersession, while 35% were satisfied and 17% had no opinion. In the area of whether there is adequate staff to support student services, 41% of the 119 staff were satisfied that there is sufficient staff, while 32% were less satisfied and 27% had no opinion.

GWC has demonstrated that its admissions procedures are consistent with the College mission and its policies. In the Student Services Philosophy 1998-2000 statement, the College is committed to a student development model so that each individual may pursue their journey to student success. To that end, the student begins their journey at the admissions process.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey to evaluate the overall campus operation)

Planning Agenda

Continue the work of the College's newly established Equity of Service Task Force to review and make recommendations concerning the improvement of student services in the evenings and on weekends.

5.2 : The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Descriptive Summary

The Golden West College Catalog is provided to incoming students during student orientation or is available upon request. It is also available in the Bookstore, Library, or through a counselor. In Fall 1999, a student survey revealed that the information published in the catalog is accurate and easily understood. The catalog includes basic information on all programs and majors, admission policies, refund policies, graduation requirements, the matriculation process, social and academic policies, student conduct standards, dismissal procedures, and complaint and grievance procedures.

A class schedule is mailed each semester to all residents in the College's service area and is also available to non-area students upon request. Class schedules and the catalog are also available on the Golden West College web page.

Other pertinent information such as program brochures, student handbooks, student code of conduct, and grievance/complaint procedures are provided at orientation or are available at the student service counter in the Counseling Department.

The College also offers a Student Orientation Assessment Registration (SOAR) program to all incoming freshmen, as well as offsite assessment testing and outreach services to our thirteen feeder schools. Through the Transfer Center, matriculation services are offered to students to assist them with transferring to other colleges and universities. Finally, all presentations regarding sexual harassment, discrimination, conduct standards, and complaint and grievance procedures are overseen by the Vice President of Student Services. These are the techniques used by our institution to inform and instruct our students on the programs, policies, and procedures of Golden West College.

Self Evaluation

From a Fall 1999 student survey, responses were very positive as to the accuracy and clarity of information in the College catalog. The students feel that the information presented in the catalog is accurate and very easily understood. To insure accuracy, the catalog is updated annually.

The GWC Class Schedule is developed and produced each semester. It takes into account the needs of the student population with number of classes, size of classes, and type of class offerings. Other pertinent information is reviewed and updated annually or when modifications are needed.

The Student Orientation Assessment Registration program (SOAR) is an annual process that is modified throughout the year to insure its success in the spring and summer. The importance of SOAR is evident in the fact that students taking part in the program are more prepared for the College experience.

Articulation agreements between GWC and other colleges and universities are constantly being evaluated to meet transfer guidelines. The student complaint/grievance procedures are reviewed annually and are available to students at the student service counters. In addition, various programs in Student Services produce flyers, brochures, posters, and articles for the school newspaper to publicize programs, services, and campus events. Information from some pertinent programs, such as, Financial Aid, Extended Opportunity Programs and Services (EOPS), Counseling, Student Health Center, and Admissions and Records is available in English, Vietnamese, and Spanish.

Planning Agenda

The College will continue to identify the educational support needs of its student population and provide appropriate services and programs to address those needs.

5.3: The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Through its admissions policy, mandatory counseling, the SOAR assessment process, academic alerts and the academic probation process, the College identifies additional student needs. These processes help insure the success of students in need of the various support services.

Counselors support students' needs with individual and group counseling, workshops, and career placement. The College identifies student support needs from information students provide in the admission process, indicating if they are economically disadvantaged, disabled, re-entry, or first generation college students. The Counseling Department also invites those who do not indicate a major to receive advising. In some instances, the institution identifies students who need support by referrals from instructional faculty or by academic performance reports. Counseling staff then direct those in need of a specific support service to meet with appropriate campus staff.

The College provides appropriate educational support services as mandated and defined by Title 5, such as financial aid, Extended Opportunity Program and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and Disabled Students Programs and Services (DSPS).

The College has recently added a CalWORKs/Re-Entry program, initiated an academic probation contract, and instituted a pilot early warning system (Operation Call Back).

Self Evaluation

The combination of information from students and state regulations has guided the development of the various support programs and services at GWC. The College identifies student needs by a variety of means and works to respond to them in a timely manner. College staff directs students to the services that will meet their specific needs. College publications provide students with information on the range of college support services which are available to them. For example, the Handbook for Student Success devotes an entire page to a listing of student services.

The SOAR process includes three major activities: testing, orientation and advising. The College tests high school students to determine their academic skill level. Students with inconclusive or inconsistent test results may be referred to the College. Disabled Student Programs and Services, where they receive further assessment for disabilities. If appropriate, an educational support plan is designed to meet their needs.

The orientation and advising portions of the SOAR program are conducted by the counseling staff in coordination with the Assessment Center. Through the orientation process, students are introduced to the policies, procedures and services of the college. With this information, students are able to register, add and drop classes, and become more knowledgeable about the support services available. Presently, the College provides orientation to all students who receive SOAR assessment.

Several months after assessment, potential students are assigned a counselor and develop an Educational Plan that includes advising students on course selection. Part of the advising process is reviewing the academic skill level of students and making recommendations for appropriate courses as well as determining if students are high risk. If so, staff may recommend appropriate support services such as tutoring, educational planning workshops, and personal development courses. Students who do not participate in the SOAR assessment process must still receive counseling as part of matriculation.

Other programs, such as CalWORKs and Re-Entry provide additional services, such as childcare, transportation assistance, Success Seminars and job placement services. In the past year, 6600 students were served by these two programs on a case-by-case basis, with about 430 enrolled in the two programs on a continuous basis. The number of students involved in the CalWORKs program increased by 56% last year, while the Re-Entry program grew by over 1000%. CalWORKs students meet with counselors at least once per semester and Re-Entry students must meet annually.

The EOPS/CARE Program had over 900 students enroll in 1999. This program is a state funded program that serves educationally and financially disadvantaged students. EOPS/CARE provides qualified students with support services, review of the student's progress on a regular basis, and makes recommendations as needed.

Through a Student Success Grant, GWC has instituted and expanded a student retention program "Operation Call Back". Early in the semester, participating faculty members identify and contact potential drop-out students in an attempt to retain them in class. The focus is on early drops (1-4 weeks) although students are monitored through the fourteenth week of the semester. About 120 faculty have received training for this program and 40-50 are active in any given semester. The faculty members monitor approximately 1800 students annually. Increased retention of the students contacted through this program helps maintain participation in GWC Student Services Programs.

Once students are enrolled, the College provides follow-up programs. A strong example is the, academic probation contract. This program, which has been instituted since the last accreditation study, requires that a disqualified student meets with a counselor prior to readmission. For the spring semester 1999, 2400 students were on probationary or disqualified status. Of the disqualified students, approximately 200 students were readmitted after counseling.

Planning Agenda

1. Add CalWORKs and Re-Entry listings to the Handbook for Success and other publications as appropriate.
2. Strengthen the tie between the instructional unit, planning and budgeting, and student services.
3. Develop and maintain a database to track the success of disqualified students after readmission.
4. Refine the Operation Call Back program to increase efficiency and attract more faculty participation to help insure student success.

5.4: The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

Golden West College's administration is keenly aware of the value of the input from Golden West students. The Associated Students of Golden West College (ASGWC) currently appoints representatives to various committees that are responsible for the planning, evaluating, and development of student services (ASGWC Standing Rules, Education Code, Board Policy). There are student representative positions on the Campus Planning and Budget Committee, the Bookstore Advisory Committee, the Student Services Planning Team, the President's Administrative Council, the President's Cabinet, and the Matriculation Advisory Committee. These committees utilize shared governance for all constituents to voice concerns in regards to current and future services.

(see Personnel Compendium)

Two students were included on the committee established by the College to reorganize the management structure. Recently, a student representative participated on the search committee for the Vice President of Student Services.

Student input is regularly received through satisfaction surveys and dialogue with the Dean of Counseling, the Administrative Dean of Student Support Services, the Dean of Special Student Services, the Vice President of Student Services, as well as open door conversations with the College President.

Annually, a student trustee is appointed to the Coast Community College District Board of Trustees. The student is a strong advocate and is able to articulate student concerns about District policies, regulations, and program development and review.

Self Evaluation

In a recent faculty/staff/administrator accreditation self-study survey distributed in Fall 1999, 53% of campus employees responded that they felt students are sufficiently involved in the planning and evaluating of Student Support Services, 15% were in disagreement, and 32% were neutral about student involvement.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey)

During the Fall 1999 student accreditation self-study survey, 29% of students agreed that they are asked for their ideas when important decisions are made on campus, while 26% disagreed and 45% remained neutral. It is of concern that students do not feel that they are permitted to participate when decisions are made regarding student services. However, while conforming to state and federal guidelines, the college seeks student input and involvement whenever possible on appropriate decision-making.

(see Fall 1999 Accreditation Self-Study Student Survey)

Planning Agenda

Develop means for individual students to better voice their issues in regards to the planning and evaluating of student support services by creating a survey/comment sheet for each student support service area that can be used on a daily basis.

5.5: Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary

Golden West College requires all students pursuing a degree or certificate to be assessed in the areas of English and mathematics. Assessment in English, mathematics, reading, and study skills is recommended for all students and required for new students prior to enrollment. Assessment may also be used to meet prerequisites for certain courses. To complete the assessment process, students take placement tests in English and mathematics. The results of these tests are then used to assist the student in making appropriate course selections. A schedule for the testing sessions is available in the Admissions Office, Assessment Center, and the Assessment Center's web site.

Students may waive the English and math placement test by presenting evidence of appropriate course work, equivalent placement results from another accredited college/university or English and Math Advance Placement Test scores from the College Board. Equivalent placement results from another accredited college/university must be within two years from the time tested. Advance Placement Testing scores are accepted if the student has a qualifying score. SAT and ACT scores are not accepted at the community college level for placement purposes. Some college courses and programs have developed procedures for identification of students who may enroll in accordance with state guidelines.

The Research Office conducts validation/cut scores/disproportionate impact studies regularly in accordance with matriculation regulations.

In addition, the Research Office is responsible for conducting evaluation of placement scores on an on-going basis. Data compiled from a yearly survey is used for Assessment Center review. The placement tests used at Golden West are approved by the California Community College State Chancellor's Office. The instruments currently in use as part of the Matriculation process are the Assessment and Placement Services (APS) test for reading and writing; the ACT Compass computerized English test; the UC-CSU Mathematics Diagnostic testing Project (MDTP) for mathematics; and the Combined English Language Skills Assessment (CELSA) for ESL and hearing impaired placement. Validated multiple measures such as high school GPA, total years of education, and total numbers of years out of school are also used to determine placement.

Self Evaluation

The Golden West College Assessment Center's placement practices comply with Title 5 Matriculation requirements. The Center provides a comprehensive and systematic assessment program to identify student skills, needs, educational histories, interests, and goals. In addition, the Center gathers and analyses data necessary to evaluate the effectiveness of the assessment and placement process and continues to facilitate improvement of these processes.

The Assessment Center, in conjunction with Disabled Students Programs and Services (DSPS), provides a systematic program to accommodate the testing needs of disabled students.

Standardized testing procedures established by the test publisher are adhered to for administration of all placement tests.

A prerequisite/corequisite challenge process is in place for all students. The English, Math, and ESL Department Assessment Coordinators are on call to handle challenges in accordance with Title 5 Regulations.

The Assessment Center Student Satisfaction Survey shows that students are satisfied with the convenience of testing hours, the attitude of staff, the time between receiving results and registering courses, and the overall assessment process.

(see Appendix B)

Vocational testing and testing for special interest groups, such as, Financial Aid (Ability To Benefit) and DSPS, are offered as needed.

A wide range of information is gathered in the Assessment Center to support planning, budget, and program evaluation functions. The Center assists in the collection of data as part of pilot studies to investigate the appropriateness of instruments under consideration for adoption. Data collected for pilot studies is also collected from the classroom. The Institutional Research Office collects and reviews all data.

The Assessment Center works closely with area high schools to provide information regarding assessment services and requirements. The Center administers placement tests at the local area high schools in cooperation with Orange Coast College (OCC) as part of the Student Orientation Assessment Registration (SOAR) program. The SOAR program is administered every spring in conjunction with OCC in order to provide high school students early admissions, assessment, and registration for the fall semester.

Planning Agenda

Complete the pilot program and fully implement computerized placement testing.

5.6: The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Descriptive Summary

Golden West College offers an extensive and comprehensive student services program, which includes Admissions and Records, Assessment Center, Counseling, Financial Aid, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Transfer Center, Job Placement, Student Health Services, Re-Entry/CalWORKs Center, Career Center, Tutorial and Learning Center, Intercultural Center, International Student Program, and the Child Care Center.

Admissions and Records

The Admissions and Records Office provides admission, registration, graduation evaluation and transcript services to students. It maintains all records related to students' academic history, demographics, and student directory information, attendance reporting, enrollment verification and statistics, graduation, certificates of completion, grade reporting, course repetition, credit by examination, and academic renewal. The Admissions and Records Office conducts mail-in, walk-through, and late registration for fall, spring, and summer credit classes, Intersessions, and Weekend Express classes. The hours of service are from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday.

Self Evaluation

According to the 1999-2000 Accreditation Self-Study Student Survey, a majority of students, 60%, felt that admissions, registration, and records services meet student needs well. Only 8.3% disagreed, and 32% were neutral or had no opinion.

(see Fall 1999 Accreditation Self-Study Student Survey)

Planning Agenda

Increase options for completing admissions and registration via telephone and on-line services.

Assessment Center

The Assessment Center offers testing services designed to gather information about individual student's initial level of academic proficiency. These services include math skills testing and language skills assessment (including both non-native speakers of English and native speakers of English). Information from these basic skills test are used to place the students in appropriate level courses. The assessment results are valid for two years and students have the opportunity to appeal the test results. The hours of service are from 8:00 a.m. to 6:00 p.m., Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday.

Self Evaluation

The Assessment Center continues to provide a comprehensive and systematic assessment program, to evaluate the effectiveness of the assessment and placement process and to facilitate continued improvement of these processes.

Planning Agenda

Investigate new methods of disseminating assessment information to meet the needs of students and community and utilize emerging technologies by creating a web site for the Assessment Center.

Career Center

A division of Counseling Services, the Career Center is designed to assist students and the general public in exploring possible career choices and is an occupation resource information center. The many services it has to offer include EUREKA (a computerized career information program), a career library of published materials covering most occupations, resources to assist in job searches, vocational testing, career decision-making, resume writing, interviewing, and free workshops on a variety of topics. Visitors to the Center may also receive personalized career counseling from trained personnel. The Center is open to students and the public. The hours are 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday.

Self Evaluation

Although the majority of people utilizing the career center were satisfied with the services offered, more could be offered through advanced technology. Internet access and CD-ROM programs would offer a wider range of vocational and career information. The staff has been found to be courteous and helpful.

Planning Agenda

1. Provide comprehensive and current career information materials for access by students and the general public. In doing so, provide resources which cover the vast array of print, media, and Internet materials available that may be useful to visitors in occupational searches.
2. Provide Internet access to career and occupational information for current students and the general public. Develop an appropriate Internet access use policy for visitors to the Center. Monitor Internet use and make adjustments to policy and/or level of access as needed.

Child Care Center

The purpose of the Child Care Center is to assist student parents enrolled in Golden West College with their child care needs. Students need quality, affordable child care in order to be able to concentrate on attaining their academic goals. The Child Care Center services are derived from its philosophy:

1. The Center provides an atmosphere conducive to the social, physical, intellectual, and emotional aspects of each child's potential.
2. The Center challenges children to achieve their full potential in an environment that fosters learning experiences.
3. The Center develops self-confidence and happiness through play and creative activities that are stimulating and exciting.
4. The Center is committed to open enrollment to children of student parents without regard to sex, race, religion, ethnic background, or physical handicap.

With the opening of the new Infant/Toddler Center, Golden West College is now able to serve students with children from the ages of 6 months through 2 years of age. Children may enter the Child Care Center at the age of 2 years and remain until the age of 5 years. Both of the centers have been strongly supported by the Associated Students of Golden West College, are licensed by the California Department of Social Services, and comply with Title 22. The hours of service for the centers are from 7:45 a.m. to 5:00 p.m., Monday through Friday.

Self Evaluation

Parent feedback to staff confirms student appreciation for the quality of services offered. Fees were increased ten percent (10%) this semester (August 1999) to keep the Child Care Center competitive with outside providers. With the addition of the new Infant/Toddler Center (August 16, 1999), services can now be provided for infants and toddlers.

Planning Agenda

Increase student and community awareness of the facilities offered to them for the care and nurturing of infants and young children from ages of six months through five years of age.

Counseling Services

Counseling services assist students in reaching their goals by providing academic, career, and personal counseling as it relates to their academic progress at Golden West College. Students are provided assistance in course selection, academic planning, transfer information to other colleges, and career or vocational training. Counseling services also include orientations, workshops and seminars. Specialized counseling and other resources are available through the Career Center, Re-Entry Center, Transfer Center, and EOPS. Counseling also provides significant support to the CalWORKs program, articulation, and College outreach efforts. The hours of service are from 8:00 a.m. to 7:00 p.m., Monday through Thursday, 8:00 a.m. to 3:00 p.m. on Friday, and 9:00 a.m. to 1:00 on most Saturdays during the semester.

Self Evaluation

A Spring 1999 survey measuring student satisfaction with matriculation services indicated that student satisfaction with counseling services showed an 8% gain when compared with a similar survey taken in 1996. A recent Accreditation Self-Study Student Survey asked students whether the College provided accurate advice to students. Out of a total of 1,206 students, 45% agreed, 12% disagreed, and 43% had no opinion.

(see Fall 1999 Accreditation Self-Study Student Survey)

Planning Agenda

1. Continue to work to increase student awareness of the benefits of using counseling services to assist them with reaching their educational/career goals.
2. Maintain student-counselor relations so students feel comfortable using all counseling services.
3. Develop support from all sectors of the College to hire additional full-time counseling faculty to maintain and enhance services for students.

Disabled Student Services

Golden West offers students with a disability a variety of support services to ensure equal educational opportunities. If students have a verified physical, visual, speech, hearing, psychological, or learning disability, they may request assistance from the Office of DSPS. The services available include registration assistance, Sign Language Interpreters, special materials and equipment (i.e., tape recorders, enlarged print, taped text, and computers), academic and vocational counseling, note taking, readers, tutoring, test proctoring, special classes for the deaf, Adaptive Physical Education Courses, and or other specialized services for specified students. The hours of service are from 8:00 a.m. to 5:00 p.m., Monday through Thursday, and 8:00 a.m. until 3:00 p.m. on Friday.

Self Evaluation

According to the 1999-2000 Accreditation Self-Study Student Survey, a majority of the students, 58%, felt that GWC meets the needs of its disabled students. Only 8% disagreed, and 34% were neutral.

Planning Agenda

To make disabled students aware of the full range of supportive services to help compensate for any physical limitations so they may achieve their highest potential.

Extended Opportunity Programs and Services

The Extended Opportunity Programs and Services (EOPS) is a state funded program that serves educationally and financially disadvantaged students. This special program is designed to provide services that assist students who have the potential to succeed in college, but may be deterred by various obstacles. EOPS provides qualified students the following program services: counseling, peer advisement, financial assistance, emergency loans, summer readiness programs, tutoring, transfer assistance, priority registration, and CARE (Cooperative Agencies Resources for Education) services. Bilingual counseling is available in Vietnamese. The hours of service are from 8:00 a.m. to 7:00 p.m., Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Friday.

Self Evaluation

The staff is trained to make appropriate referrals and encourages students to take advantage of the services offered by the program. With the emerging population of single parents and the development of the CalWORKs Program, the CARE Program is adjusting its services to meet students needs.

Planning Agenda

To make students aware of the opportunities available to them through outreach programs and other forms of publicity, as well as through information provided to them when they arrive at the college campus.

Financial Aid

The Financial Aid program provides several different types of financial aid to eligible students. This office processes applications and monitors an array of federal, state and local financial aid programs assistance including scholarships, grants, loans, and part-time employment. Other services are orientation on student loans and bilingual services in Vietnamese and Spanish. The hours of service are from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday.

Self Evaluation

According to the 1999-2000 Accreditation Self-Study Student Survey, 45% of the students felt that the College provides reliable information concerning financial aid and other special student services. Only 20% disagreed, and 35% had no opinion.

Planning Agenda

Insure that all students are made aware of the opportunities available to them through the Financial Aid Office.

Health Services

Golden West College offers health services for all currently enrolled students who are attending classes. The Health Center is designed to provide service for short-term, episodic illness with a focus on prevention. Members of the mental health team assist students in identifying problems and solutions and follow a brief crisis intervention model. A registered nurse is on duty Monday through Friday to provide emergency treatment, health counseling, and referrals to other appropriate health services. A physician and psychologist are available by appointment. After consultation with a registered nurse, services may include emergency treatment and first aid, treatment of illness, immunization, family planning, mental health consultation, accident insurance, medical lab work, health counseling and education, and referrals to community resources. The hours of service are from 8:30 a.m. to 6:00 p.m., Monday through Thursday, and 8:30 a.m. to 12:30 p.m. on Friday.

Self Evaluation

According to the 1999-2000 Accreditation Self-Study Student Survey, 36% of the students agreed that the services received at the Health Center are satisfactory. Only 11% disagreed, and 53% were neutral. The students who were neutral reflect the fact that they had never used the Health Center.

Planning Agenda

To increase outreach to the students, to encourage the utilization of the Health Services, and to encourage them to stay in school.

Intercultural Center

The Intercultural Center is an active education and service center for students, potential students, and members of the surrounding communities. The Center provides information on study abroad programs, intercultural events, and support services for ethnic groups on campus and in the community. The Center is the host for KinderCaminata, an annual Golden West College event when 1500 kindergartners visit the college for a day. The hours of service are from 8:00 a.m. to 5:00 p.m., Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday

Self Evaluation

According to the 1999-2000 Accreditation Self-Study Student Survey, 41% agreed that as a non-native speaker of English, the college provided them with appropriate support services. Only 9% disagreed, and 50% had no opinion.

Planning Agenda

To make students aware of the services offered to them and to increase their understanding of English if needed.

International Student Program

The International Student Program (ISP) is active in the recruitment of international students and the supports the growing diversity of Golden West College. The College administration believes that a multicultural campus will create a positive environment for learning. The International Student Program started in August 1999 with 50 students from all over the world. The program now has 113 students and the goal is to have 300 to 400 students in the program. The hours of service are from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday.

Self Evaluation

Since the program is brand new as of August 1999 and the coordinator has just started in her position, it is too early to evaluate the program.

Planning Agenda

Promote the academic and personal growth and development of the international students.

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Job Placement Center

The Job Placement Center assists students and graduates in obtaining part-time, full-time, and career employment. Once students apply for job placement assistance, they are interviewed to determine their skills and interests, as well as educational and vocational objectives. Interview results are used to direct the students to prospective jobs. Employers in the community are encouraged to use the Job Placement Center as a resource to fill their work-force needs. Additional services are preparing for the job search and interview and resource libraries with updated employer and labor market information. The hours of service are from 8:00 a.m. to 5:00 p.m. on Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Friday.

Self-Evaluation

Students have been surveyed about the service they have received from the Job Placement Center. Students have been very positive in their responses, and they feel that they received very good service. When a student is looking for a job, proper qualifications are required, along with a school schedule coordinated with the job hours so they do not have to drop classes. Students are grateful to get assistance to find a job after they graduate with their AA Degree or Vocational Certificate.

Planning Agenda

To make students aware of the services provided by the Center and to help them in job placement.

CalWORKs/Re-Entry Services

CalWORKs/Re-Entry Center offers two separate specialized programs. The Re-Entry Program assists students who returning to school after a lengthy absence and provides the assistance to ensure their smooth transition back to the college environment. The services included are for single parents, displaced homemakers, and for those who are receiving TANF/AFDC benefits (Temporary Assistance to Needy Families/Aid to Families with Dependent Children). CalWORKs offers the students on public assistance a chance to obtain or improve marketable skills which may be used to upgrade their employment opportunities. The support services are counseling, financial assistance, and daycare. The hours of service are from 9:00 a.m. to 7:00 p.m. Monday through Thursday. The center is closed on Friday.

Self Evaluation

According to the 1999-2000 Accreditation Self-Study-Student Survey, a majority of students, 54%, agreed that the Re-Entry Program meets student needs. Only 7% disagreed, and 30% were neutral.

Planning Agenda

To make students aware of the services available to them in the CalWORKs/ Re-Entry Program.

Transfer Center

The Golden West College Transfer Center is dedicated to helping students prepare for transfer to four-year colleges and universities. The Center provides the following services: individual appointments with GWC Counselors and university representatives; walk-in assistance by knowledgeable staff; college mini-fairs; university transfer days; tours of various CSU, UC, and private colleges/universities; student workshops; a complete library of college and university catalogs both printed and on the "College Source-CD-ROM Program"; articulation agreements with CSU and UC available on the "ASSIST Program"; a selection of reference books matching students to majors and institutions; CSU/UC applications; testing information (e.g. CBEST, SAT, ACT, etc.); and scholarship and grant information. Hours are 8:00 a.m. to 7:00 p.m. Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday.

Self Evaluation

Despite the retirement of its long-time Transfer Center Director/Articulation Officer in spring 1999, the Center continues to provide outstanding services to help GWC students successfully transfer to four-year colleges and universities. It continues to receive positive feedback from students, faculty, and staff regarding the services provided. The GWC Transfer Center Staff (exclusive of the counselors) were responsible for 6,687 student service contacts during the 1998-99 school year. A new Transfer Center brochure was completed to help market our services. The Transfer Planning Guide will be completed by the middle of spring 2000. Working closely with the division dean, transfer center personnel participated in the successful application and administration of the Orange County Transfer Consortium (OCTC) grant now in its second year.

Planning Agenda

1. Replacing the full-time transfer Counselor/Articulation Officer continues to be a top priority.
2. Publication of the new Transfer Planning Guide this spring will provide additional assistance to students. With the continued funding of PFE (Partnership for Excellence), the guide will be updated every academic year.
3. Another priority is restoration of Internet access in the Transfer/Career Center area so students can access the expanding CSU/UC/Private & Articulation (ASSIST) transfer information available on the web.

Tutorial and Learning Center

The Tutorial and Learning Center assists students who are experiencing academic difficulty at Golden West College. The staff will recommend learning resources such as videos, workshops, and seminars, that will help the students succeed in classes. The Center is very active in facilitating study groups and individual tutoring. Also through the center, the Tutoring Service Club coordinates "Bafá Bafá," a simulation game that heightens cultural sensitivity. The Tutorial and Learning Center is located on the first floor of the library building, and is open Monday through Thursday from 9:00 a.m. to 9:00 p.m. and Friday from 9:00 a.m. to 2:00 p.m.

Self Evaluation

Although no statistics are recorded for the Tutorial and Learning Center, the staff is very active during the day evening hours. The Center expanded its hours of operation to 9:00 p.m. to accommodate the growing number of study groups and individual tutoring sessions. The students feel very positive about their experiences at the center and appreciate that almost all of the services are free.

Planning Agenda

1. Increase the technological resources for student study aid by adding to the resource library.
2. Increase facility space. During afternoon and early evening peak hours, the Center is crowded.

5.7: The institution, in keeping with its mission, creates and maintains a campus climate which serves its diverse student population.

Descriptive Summary

Golden West College, in keeping with its mission, creates and maintains a campus climate which serves its diverse student population. Golden West College actively seeks diversity in its student body through a comprehensive recruitment program. A counselor is assigned to perform outreach to local feeder high schools. The EOPS/CARE Program has a full time outreach specialist and a staff that recruits throughout the community.

During the school year, the College hosts special events to promote the campus. We offer events designed to benefit own student population, an example is transfer day. Some of the events target our minority students, such as the Chicano/Latino Conference. Other programs are designed to attract local high school students, kindergartners, as well as other special groups.

Golden West continues to attract more International Students. When new students arrive, they enter the International Students Program, which assists them through the matriculation process. A second service known as the Intercultural Center is designed to help acclimatize the students to the campus and community.

Golden West College is committed to the district Affirmative Action Policy and has shown vigorous staff diversity/affirmative action efforts and assures equal opportunity for all employees and applicants for employment. This commitment reflects the view that a diverse staff will positively affect campus climate for the college's diverse student population.

The College provides many programs, clubs, and special events to serve its diverse student population. Examples of these include the ILSA (Independent Latino Student Association), Vietnamese Students Association, Black Students Union, and many others. Golden West College participates in the CalWORKs and Re-Entry Programs to serve qualified students. The recently opened Infant Care facility will greatly aid working mothers of infants and toddlers.

Self Evaluation

Golden West College has a multicultural staff with bilingual employees in many areas. The prominent languages used on the campus are English, Spanish, and Vietnamese. The College conducted a self-study student survey in Fall 1999. Of the students surveyed, 61% agreed that they were satisfied with the diversity, the gender make-up and ethnic backgrounds of the instructors, classified staff, and administrators of GWC. 30% were neutral and 9% were not satisfied.

(see Accreditation Self-Study Student Survey)

When asked if students from diverse cultural backgrounds were respectfully treated at the college, 68.8% of the students polled agreed they were, 5.4% disagreed, and 27.8 % were neutral. During the school year many observances honor our student diversities, giving all students on campus the opportunity to celebrate a culture other than their own; (i.e. Black History Month, Cinco de Mayo, and The Tet Festival). These efforts help strengthen the campus community.

Sensitivity to individual student needs is stressed at Golden West College. Directing students to all appropriate services available to that individual (i.e. financial aid, EOPS, health services, tutoring), helps insure student success. The survey asked if students had been treated respectfully as an individual. Of those who responded 63.6% responded that they have been, 5.4% disagreed, and 32% were neutral.

Golden West attempts to insure that all students are aware of the support services available to them. We provide information to students in a non-English format both written and spoken when ever possible. When polled, 41% the students that are non-native speakers of English felt the support services were adequate, 9.4% disagreed, and 49.6% were neutral.

Planning Agenda

1. Continue to explore diversity issues that may impact the campus environment.
2. Monitor progress on responding to students' cultural needs by conducting an annual campus climate survey.

5.8: The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary

Golden West College provides co-curricular opportunities in student activities (including student council, student senate, and student clubs), student athletics, and cultural events.

The Associated Students of Golden West College (ASGWC) provides an opportunity for all students to participate in the shared governance system. Student Government consists of an official board of students known as the Student Council, which is elected to represent all GWC students. The main function of the Student Council is to convey campus policies and procedures to students through use of all communication avenues available. The officers of the Student Council are President, Vice President, Club Consultant, Activities Commissioner, Finance Commissioner, Student Advocate, and Public Relations Officer. A constitution and standing rules are used to govern the Council. In addition to the Student Council, there is a Student Senate. The Student Senate consists of four committees: Club West Entertainment, Finance, Publicity, and Student Interest. Both the Council and the Senate are committed to provide students with support in their various activities to improve and enhance their educational experience.

All student government members are encouraged to serve on District committees, campus committees, and clubs. Some of the active clubs include Alpha Gamma Sigma, California Nursing Student Association, Cosmetology Club, Independent Latino Student Association, Studies of Old and New Testament, Vietnamese Student Association, and International Club.

The College provides a wide range of intercollegiate sports for both men and women, with approximately 400 students annually participating in athletics. Men's sports include volleyball, water polo, swimming, football, cross-country, soccer, wrestling, basketball, golf, baseball, and track. Women's sports include volleyball, cross-country, water polo, softball, swimming, and track. The College is a member of the Orange Empire Conference, South Coast Conference, and Mission Conference, and it competes in the system of the California Community College athletics under the direction of the Commission on Athletics.

Other co-curricular activities that are available to students are lecture series and fine art events, such as, theater, dance, music concerts, and art exhibits.

Self Evaluation

The College supports the student government with a full-time Director of Student Activities. The director works with the Administrative Dean of Student Support Services to establish annual program goals and objectives for student activities and with student government to establish annual goals and objectives for the Associated Students.

Over the past six years a major goal has been to increase student participation in student government. Student enrollment, as well as faculty retirements, has impacted the fluctuation of student numbers in student government, including student clubs. The College had 34 faculty retire Spring 1999, many of whom were advisors for student clubs. The Director of Student Activities is actively pursing the 15 new faculty members for club advisors.

Student government begins actively recruiting students for government and clubs during the first month of the school year. Student officers speak at leadership-related classes, as well as assist in the information booth during the first week of each fall and spring semester. Applications for student government and club positions are available in the Student Center. Student government and clubs are widely publicized on campus through the college newspaper and on posters. In the spring semester, the recruitment of high school students continues at College Preview Day. The Associated Students endowed a high school scholarship last year that will be a recruitment tool for student leaders from 10 local high schools.

During the regular elections in the spring semester, the number of students voting has fluctuated with our student population. In order to maintain the integrity of the election and the governance process, candidates must receive 10% of the student population to be elected.

In Fall 1999, a Student Center Renovation Task Force was established. This committee represents faculty, classified, administration, and students who will look into the feasibility of renovation in the Student Center.

The College and the associated students have demonstrated a commitment to providing a variety of activities of interest to the general student population. Associated Students (ASGWC) coordinates an average of 20 on-site campus events per semester, which attracts over 1,000 students. Other activities that include high school students are Chicano/Latino College Conference, attracting 500-600 high school students; and College Preview Day, attracting 700-1,000 high school students. The Associated Student collaborates with other areas of the campus for Scholarship and Awards Convocation, Graduation, Vocational Education Week, and participates in the Child Care Center activities.

Not only do the Associated Students address campus activities and needs, it also works for students' rights through shared governance by participation in campus-wide committees. A student representative sits on each major campus committee, and student leadership is involved in all managerial hiring, which included the hiring of the three new vice presidents.

Staff and faculty surveyed in Fall 1999, generally perceive that Student Activities/Student Government is meeting the needs of the campus community. It seems that the College respects students' advice about educational decisions, as well as values students who participate in the governance system.

(see Accreditation Self-Study Faculty/Staff/Administrator Survey)

The Fine & Performing Arts division showcases art and musicals throughout the year. The Golden West College Art Gallery exhibits community, international, faculty, and student artworks. In January 1998, the Pacific Coast Civic Light Opera was presented to the community.

This organization, an auxiliary of the Golden West College Foundation, continues to present professional level musical theater to the students and community for their education and enjoyment.

In the 1990's, Golden West College dominated California community college sports by producing 35 state championship teams in seven different sports. The Rustlers have won five state championships during the 1998-99 school year, bringing home titles in women's volleyball, women's water polo, men's volleyball, and men's and women's swimming. The women's volleyball team has won six consecutive state championships, with 10 titles in all, while the men's volleyball team has participated in four state titles. The College has enjoyed tremendous aquatic success. In water polo, the women's team has won back-to-back state titles, and the men's team has taken nine of the past 10 championships. The men's swim team has won five consecutive state titles and was joined last spring by the women, who won their first title to complete a Golden West sweep at the state championships.

In an effort to continue participation for female athletes, women's water polo was added in 1996 and women's golf will be added in Fall 2000. Golden West College continues to strive to provide a well-balanced opportunity for female participants.

Because of limited college funding over the past few years, athletic facilities and equipment have not been updated, which could impact student interest in the athletic programs.

Planning Agenda

1. Increase student participation in student government and clubs.
2. Continue student participation in the college governance process.

5.9: Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary

Computerized student records dating back to 1988 are maintained and secured off-premise on a Hewlett Packard mini-computer at the District Information Services (DIS) building in Costa Mesa. Physical connection to DIS is by Internet protocol over the campus network, then routed through a series of high-speed switches to a microwave transmitter. The signal is received at the district site and sent through a reverse order of switches that route the data to the mini-computer.

Campus network access is by password network accounts assigned by Technology Support Services to all staff of each department, whereas the off-site records are accessed by password district accounts assigned to bonded staff only. An access program called Reflections serves as the campus-wide interface. The data is backed up nightly to magnetic tape at the district site and sent to commercial offsite storage the next morning. A yearly fee is paid for this storage, with an additional $50 charge for same day retrieval. There is no additional charge for second-day retrieval.

There are paper shredders in each department where unwanted printed records and transcripts are discarded.

Self Evaluation

The single network path to DIS does not offer the fault tolerance necessary to protect against physical failure of the devices in series that make up the connection. This was the case recently when the district site experienced a rare power outage. Without on-campus database capability, student registration and other operations requiring access to the data at the College were temporarily suspended.

The District has always been concerned about the security and confidentiality of records. District policy gives database accounts to bonded staff. With discretion and supervisor's approval temporary hourly employees are given limited access to DSK Information.

General access to the district database is Monday through Friday from 8 a.m. to 7 p.m. (5 p.m. Friday). Extended hours and weekend access to database services are regulated. Weekend operations in Research, Counseling, Technology Support Services, and Instruction have limited access.

Admissions and Records

Reflections allows the printing of record information to the local network printer queues whereas transcript printing output is originated at the district then sent back to dedicated printers in the Admissions and Records department at Golden West College. Only student transcripts from 1962 to 1988 are permanently maintained on the premises. The paper transcripts occupy a specially keyed room dedicated for their storage and security. This room is well equipped with floor to ceiling filing racks as well as a Halon fire-extinguishing system and an alarm. In an adjacent room, a process is underway using a dedicated, stand-alone computer system to convert the paper transcripts to proprietary electronic images on an optical disk system. The intent is to eliminate the huge volume of paper transcripts, but aside from the paper original, there is no duplication of the electronic image conversions to serve as backup. Working backwards, transcripts from 1988 to 1973 have already been Xeroxed, scanned, and archived.

There is a dedicated, stand-alone computer system for the purpose of creating student photo I.D. cards, which is housed in a glass enclosure in the main registration area and accessible by the students from the foyer. The I.D. system holds associated data on the local hard drive, which includes Social Security numbers temporarily utilized as student I.D. numbers. The I.D. cards also function as student Library cards and for use in the computer labs for network access. Since it is one of several computers visible from outside the building, the data contained therein is also vulnerable to theft. There is currently no back up of the data on this system.

Financial Aid/EOPS

Records generated within the department are data-based using Q&A software and saved to a shared network drive where it is afforded network security for department access only. Boxed paper financial records containing student information, parental income forms, and copies of IRS 1040 forms are stored in a computer and telephone equipment room on the second floor of the Administration building, and the College pays an off-site storage facility (Iron Mountain Record Management Co.) to store the majority of Financial Aid/EOPS Records.

Assessment

The Assessment Center has a self-contained computer network, with a dedicated file server for student testing purposes. The staff transfers these results to the district database though a specially prepared interface called CAPP (Computer Assessment and Plcement Program).

Library

The Library collects check-out data associated with each student via the bar code on their I.D. card. The data is sent to the North Orange County Community College District Library System where it is maintained and stored.

Planning Agenda

1. A shared web-based system using a standard image format has been proposed by the GWC Technology Support Services for the image archiving whereupon the optical system would temporarily serve as backup. The data could eventually be burned to CD's for permanent storage.
2. Each of the four sites under the District (DIS included) can serve as the off-site tape storage for any other site, thus eliminating any need for a commercial fee or delay in retrieval by utilizing the existing wide area network.
3. A dedicated network server for Admissions and Records has been proposed by the GWC Technology Support Services allowing for better reliability, speed and privacy (file archives, print queue contents, etc.).
4. The dedicated, stand-alone student photo I.D. system should be networked and the data saved to network drives where it can be afforded network security and archived by nightly tape backup.

5.10: The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

Program review for all student services programs have been completed on a regular basis at Golden West College. The last full cycle of program review in Student Services was completed in the Fall 1996. (Vacancies in the College's top-level management team beginning in 1996 have just been filled as of Fall 1999.) Our program review process has been rescheduled and begun again.

This Student Services Program Review was scheduled on a six-year cycle, beginning in 1992, and tied to the College's six-year accreditation cycle. Years one to four were scheduled to complete area reviews and years five and six were scheduled to write the Accreditation self-study and to host the Accreditation visit. As part of this process, all programs under Student Services control were divided into four groups, each group completing their program review during their assigned year.

During their assigned year, programs up for review followed a process consisting of:

1. Data collection in the fall semester (including student user surveys collected through March of the spring);
2. Analysis, report, and recommendations at the program level conducted in April;
3. A review and final recommendations presented and discussed at the Student Services Planning Team (SSPT) level conducted in May.

During year four (1996), the student services Mega Visit by the Chancellor's Office was also scheduled to occur. Programs such as the Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and

Services (DSPS), Matriculation, and Financial Aid that were scheduled to be evaluated as part of the Mega Visit were also included in the program review cycle for the 1996 year.

The College's scheduled Accreditation visit for 1998 was postponed to 2000 so we could be accredited as a district. This change, combined with funding constraints at the Chancellor's Office, resulted in the Matriculation site visit moving to spring 1997 and the EOPS and DSPS site visits moving to Fall 1999.

Self Evaluation

The College's Student Services programs have experienced a disruption in their regular program review process due to changes in our scheduled accreditation visit, fiscal constraints, and management vacancies. In 1995, budget constraints required a collapse of the Vice President of Instruction and Vice President of Student Services positions into the position of Vice President of Instruction and Student Services. In Spring 1999, it was determined to once again divide them into two positions and a new Vice President of Student Services was hired. Beginning in Fall 1999, the new Vice President of Student Services restored the program review process in Student Services. That process was begun with a review and updating of each student service programs goals and objectives and the setting of a program review schedule that will be completed in spring 2001.

In addition to this process, the College's Matriculation Program received a site visit review in February 1997. The team visiting Golden West reviewed our program for the first time since matriculation was implemented in 1988. Their review commended the program in several areas and gave us several recommendations to improve our matriculation program. The College appropriately addressed these recommendations and a written response was sent to the Chancellor's office at the end of May 1997.

In Spring 1999, the College was asked to complete a written Matriculation Self-Evaluation Questionnaire in preparation for a potential site visit to be scheduled in Fall 1999. The questionnaire was submitted to the matriculation unit of the Chancellor's Office. Upon review, our written report was accepted in lieu of scheduling an additional site visit. In October 1999, the college's EOPS program hosted a site visit team to review its program. Again, this program received several commendations and recommendations to help improve it current operation.

Planning Agenda

Complete the scheduled program review for all student service areas.

Supplemental Documents for Standard Five

Class Schedule

College Catalog

College Handbook

Fall 1999 Accreditation Self-Study
Faculty/Staff/Administrator Survey

Fall 1999 Accreditation Self-Study
Student Survey

Handbook for Student Success

Personnel Compendium

Transfer Planning Guide

Standard 6

Information and Learning Resources

Accreditation Self-Study
1999 - 2000

Doug Larson
Co-Chair

Robin Matthews
Co-Chair

Marilyn Dorfman

Mary Ruth "Mickey" Jackson

Patrick Milligan

Harvey Reynolds

Roxana Ross

Pat Stingle

Sandra Whiteside

Golden West College
Huntington Beach

Standard Six:
Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6. 1: Information and learning resources, and any equipment needed to access the holding of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary

Descriptive materials for Standard 6 cover the College's Library/Learning Resources Center, which includes the Library, the Tutorial Learning Center, the Student Computer Center, and the Speech and Writing Center. Each Learning Center has a separate entrance within the library building. In Fall 1999, Golden West College Learning Resources served a student body of approximately 12,500 enrolled and approximately 9,500 FTE students and utilized the services of 189 full-time and 316 adjunct faculty members.

The Library

Purpose: The Library actively serves the informational needs of students, faculty and staff in more than 300 class sections of 129 courses offered across the curriculum, including transfer, career education, and basic skills.

(see GWC Instructional Program Review — Library)

Description: The Library/Learning Resources Center is centrally located on the campus. It is a two-story, 25,641 square foot building built in 1966. Reference and reserve materials are located on the main floor, and the circulating collection is on the second floor. The Library is ADA (American with Disabilities Act) accessible with automatic electronic sliding entry doors, ample access for wheel chairs and an elevator in the periodical room that accesses the second floor.

Library Collection Statistics: The Library collection consists of over 86,000 print titles, 342 periodical subscriptions, approximately 3,200 media titles (including video and audio tapes, digital (DVD) and laser video discs, CD-ROM multimedia discs, multimedia kits and slides). Also housed within the Library media area are Coastline College's television courses consisting of about 800 instructional video and audiotape media materials.

Library Service Statistics: Special funding from Partnership for Excellence (PFE) has allowed the Library to purchase 3,450 new circulating book titles and 270 new media items between 1996 and 1998. In 1997-98 the Library circulated approximately 48,600 books and 10,700 media items. Librarians answered 24,000 reference questions and gave 124 library lectures to 3,780 students. The Library is open 64 hours each week: Monday through Thursday 8:00 to 9:00, Friday 8:00 to 3:00 and Saturday 10:00 to 3:00. It is open 36 hours each week during the winter and summer sessions from 11:00 to 8:00 Monday through Thursday.

Library seating: There is seating for 565 students within the Library. Study tables and carrels are located upstairs and downstairs. Downstairs there is seating for 178 students in the quiet study, periodicals, reference and media areas. In addition the library classroom seats 34 and is used by librarians presenting library lectures or campus classes visiting the Library.

Library equipment: The library reference room has fourteen online computer catalog workstations and two independent electronic database stations. Both reference desks have online computers with catalog, electronic databases and internet access for librarians.

The current library computer equipment reflects the result of a five-year consortium planning process that began in 1994. It consists of a shared and integrated online catalog with periodical databases and uses a World Wide Web/Netscape interface. Since 1984 the Golden West College Library has been part of a five-college consortium called CAL WEST/PALS, which consists of Golden West, Orange Coast, Cypress, Fullerton and Coastline Colleges. During the current academic year (Spring 2000) the consortium will move from the PALS system to the Endeavor system, which is expected to provide enhanced library access functions, capabilities and services for students, faculty and staff.

The resource sharing provided by the consortium allows students to access the book collections of all member libraries — a total of about 250,000 titles. A free, three-day, inter-library loan delivery service supports student access to the resources in the consortium. Traditional inter-library loan service is also available for student and faculty requests outside the consortium.

The print periodical subscriptions total 342 titles. The EBSCOHost Masterfile database — with many full text articles — indexes 1,810 periodicals, and the CINAHL (nursing and allied health) database has citations and abstracts for 950 journals. These new electronic periodical databases have greatly increased access to new periodical information beyond the scope of the print periodical collection. The Library has two more electronic databases: National Newspaper Index and the Orange County Register (full text edition). Librarians are identifying and adding library home page links to additional Internet information resources such as the National Library of Medicine and Medline, the Christian Science Monitor, and an education database, ERIC.

The library online catalog allows users to print information on site by sending a print command to a laser printer located in the periodical room. Users may also e-mail research information to a personal computer off campus or to any Internet-accessible computer on campus. Since this service began in September/October 1999, there have been 12,536 searches on EBSCOMasterfile and 1,264 searches on CINAHL.

(see EBSCO admin-Database Usage Report — Detail: Database Level Period: September 1999-October 1999, http://eadmin.EPNET.com/eadmin/database11sgRpt.asp)

Students, faculty and staff are able to access the library databases from home or on campus after signing up for the service and receiving a password.

Equipment in the periodical room includes two copy machines and one microform reader/printer easily accessible to users of the Library's periodical collection of 370 titles.

The library classroom was upgraded Fall 1999 to incorporate electronic capabilities and resources. Librarians, who formerly used an overhead projector and transparencies, now use a projector linked to an online computer catalog with web access and a PowerPoint library research presentation. This new projector is also used for scheduled class presentations and for drop-in library teaching, presentations that students can attend without prior sign-up. This semester, drop-in library teaching sessions are scheduled regularly nine times each week in the morning, afternoon and evening to orient and train students to use the new electronic library technology resources more effectively.

Media materials available for students and classroom use include video and audio formats, multimedia kits, and slides. New equipment purchased with Partnership for Excellence (PFE) funds will enable students to view DVD (digital videodisc) and laser disc materials on video core stations networked to all television monitors in the Media Department. In the last three years, PFE funds have purchased fifteen combination TV/Video players and headphones.

The media area was remodeled during summer 1999 to maximize students' electronic access to media materials. There are six video core stations that can be used simultaneously by as many as 31 students at once. Wiring and equipment is being installed so that 22 audio stations can be used simultaneously. The audio and video equipment can also be used individually or in small cluster groups. Two Dukane projectors and a slide carousel projector are available for materials in those formats.

The Tutorial Learning Center

Purpose: The purpose of the Tutorial Learning Center is to support classroom instruction at Golden West College by providing free peer tutorial assistance to students who are experiencing academic difficulty.

(see GWC Instructional Program Review — Tutorial Learning Center — 1999)

Students receive up to 15 hours of free tutorial assistance per course per semester with a maximum of two courses per semester. Exceptions can be made for extremely needy students in EOPS, CARE, Disabled Students and CalWorks by means of additional funding from those sources.

Physical Description: The Tutoring Center is in a 1,360 square foot room on the ground floor of the library building. Signage near the library entrance directs students around the corner to the Tutorial Center entrance. The Tutorial Center tutors all subjects except math. (Math tutoring is conducted within the Math Department and will be discussed under that area.)

The Tutorial Center is open 49 hours each week: Monday through Thursday 9:00 to 8:00, Friday 9:00 to 2:00. In summer and winter sessions, it is open 16 hours a week: Monday through Thursday from 10:00 to 2:00.

Equipment and Seating: Equipment in the Tutoring Center includes four computer stations, a shared laser printer, a typewriter, and two video players with headphones. There are 131 donated textbooks available on a variety of subjects, 13 student success videos, donated magazines, and student success handout materials. The center has seating for 30 people at 13 small group tables. A small conference area can accommodate a group of as many as eight people. Five tutorial staff members have their desks in the Tutorial Center. There is one full-time classified person, three adjunct faculty members, and one hourly staff person.

The Writing and Speech Centers

Purpose: Although the Writing and Speech Centers have been housed in the same location and served by most of the same staff members for several years, their programs and operations are quite distinct and will be described separately.

Writing Center—Purpose: Opened in the mid-1970's at another campus location, the Writing Center has evolved through the years to its present location and operation. Originally designed as a walk-in service for any student needing assistance on any writing task, help in the Writing Center now requires enrollment in one or more of a group of almost twenty mini-courses.

Once enrolled, Writing Center students can obtain assistance not only to improve their writing, but also to remediate and develop skills in a variety of other ways. The most popular mini-course, English 097, can be tailored to meet virtually any student need. Most students enrolled in this course are taking GWC writing classes; in the Center, they work with English faculty and graduate tutors to develop skills in interpreting assignments from these classes, generating ideas, organizing papers, and revising for greater clarity and accuracy. Students can also enroll in other mini-courses which focus on specific writing, reading, and language acquisition development; for example, the Center offers courses in sentence, paragraph, and essay development and structure; remedial and analytical reading; and vocabulary building.

Speech Center—Purpose: The Golden West College Speech Center was created to enhance the competency-based curriculum in the Speech Communications department. During any given semester, students demonstrate oral skill competencies in the Speech Center and are evaluated by Peer Assessors. The goal is to give individualized feedback on the demonstration of specific communication behaviors for the purpose of increasing communication effectiveness. The actual teaching of the oral communication skills is done during class time by classroom instructors, while the demonstration and assessment of skill proficiency is done in the Speech Center.

Students enrolled in Speech 023 - Intermediate Pronunciation Skills for Non-Native Speakers of English; Speech 025 - Speaking and Listening Skills for Non-Native Speakers of English; Speech 100 - Interpersonal Communication, and Speech Communication 108 - Introduction to Communication are given opportunities to be assessed in the Speech Center.

The Speech Center has established hours to facilitate student assessment. The Center is open Monday through Thursday 9:00 a.m. to 1:00 p.m. and 4:00 p.m. to 7:00 p.m. Additionally the Center is open on Friday mornings from 9:00 a.m. to noon and on Saturdays from 10:00 a.m. to noon. While these hours have been established to accommodate student schedules, it is become increasingly clear that as we continue to offer non-traditional class times (Saturday and Sunday classes and Weekend Express), we must also increase Speech Center hours and staff.

During Fall 1999, the total number of Peer Assessment contact hours was 998.75.

Writing and Speech Centers—Physical Description

As mentioned in the introduction to this subsection, the Writing and Speech Centers have been sharing a facility for over a decade. Over the years, this unlikely marriage between talking and quiet activities has caused difficulties. However, due to the spirit of cooperation between the English and Speech Departments and some creative planning on the part of staff and faculty, the two entities have finally arrived at a configuration which minimizes the conflict. This has involved moving the Speech operation into two rooms which had originally been used for study carrels and storage, and partitioning a general reception area with moveable dividers to separate the Writing Center area. The reception desk and classified supervisor serve both departments, but several staff desks and personnel are positioned according to the department served.

Writing Center—Physical Description: Including the reception area, the main room of the Writing Center is approximately 180 X 35 feet. In the Writing Center area are two desks for faculty and tutors, one desk for staff assistants, 13 study tables, approximately 50 chairs, and a number of filing cabinets and bookcases which house reference materials, handouts, and student files. Students entering this area may work at one of the tables and, if they wish to see a faculty member or graduate tutor, take a number and wait to be served. Waiting time is minimal, usually less than 15 minutes.

On the other side of the reception area is a computer lab of about 500 square feet which is used by students working on papers. In this room are 17 computers, and 2 others are positioned in the main room.

Speech Center—Physical Description:
Evaluations and assessment take place in two rooms, which are well insulated from the rest of the Center. In these rooms, three tables with partitions between them are used for these tasks. At each table, an assessor works with one or more students to complete the assigned conversational tasks. This assessment space is about 400 square feet.

Writing and Speech Center Equipment and Resources: Equipment and resources for checking students into the separate centers are housed in the common reception area. Here is a desk manned by the Staff Assistant, who serves both sides of the operation, and a desk manned by a Speech Assessor. Student usage of the Writing Center is tracked with "Track It," a computerized process requiring each student to swipe his or her ID card through a scanner both when entering and exiting the lab, while the Speech department relies on a time clock system. Once students are checked in, they begin work in entirely separate areas.

The most important resource for the Writing Center and the Speech Center is human.

In the Writing Center, invaluable, one-on-one help is provided students by the English faculty members and graduate tutors who are on duty over thirty hours a week. One faculty member serves as the faculty coordinator and liaison with the faculty and staff campus-wide. The Writing Center is staffed by a full-time classified employee, as well as faculty for 30 hours each week, and these faculty work side-by-side with graduate tutors. In the Spring Semester 2000 four graduate tutors were utilized in the Writing Center. While these graduate tutors are there to assist the students, they are also being mentored by full-time faculty. Faculty are loaded at the lab rate (.75 LHE) when working in the Center.

Writing Center faculty members have created a curriculum of .5 to 2 unit self-paced courses allowing students in each mini-course to study one topic in depth, such as sentence, paragraph, or essay structure or vocabulary and reading skills.

(see Writing Center Course Offerings)

Faculty and tutorial staff are available to evaluate the comprehension and writing level of each student and recommend courses, exercises, assignments, and resources to promote the development of each student's reading, writing, and vocabulary skills. In addition to assisting students with college assignments, these personnel are also available to assist the students with other writing tasks such as completing university applications. The Writing Center faculty also offer mini-lectures on specific writing skills throughout the semester, presentations which are advertised across campus and are well attended.

Additionally, hundreds of resource materials are available in the Writing Center, including numerous reference books and handouts. English-only and cross-language dictionaries, handbooks, rhetorical references, and books for the reading classes are at hand to assist students. The Writing Center has also developed well over 400 handouts and exercise sheets and brochures covering virtually every writing and language acquisition problem a student would ever encounter.

As mentioned above, the Writing Center includes a computer lab of 17 Pentium 300mhz computers, and two additional Pentium computers are located in the main room of the Writing Center. A variety of software tools are available to help students with the writing process, and reading software will be implemented in the near future. As of Spring 1999, the Internet was available through these computers as an additional research tool. Thanks to a number of grants, including one from the Partnership for Excellence, the Writing Center's computer resources are steadily growing.

In both the Fall and Spring semesters, the Speech Center will serve students in the following courses:

- Interpersonal Communication-Speech 100 16 sections
- Introduction to Communication-Speech 108 2 sections
- Oral Communication Skills for Second Language Students-Speech 025 2 sections
- Pronunciation Skills-Speech 020 4 sections

Total Peer Assessor contact hours is approximately 1000 per semester (999.75 contact hours-Fall 1999).

The Student Computer Center

The Student Computer Center was opened in Spring 1998 with 40 Pentium-200mhz computers with Office 97, Internet and e-mail access, and a variety of academic software as requested by faculty campus-wide. The Center is staffed with 1 permanent half-time classified, 2 part-time hourly employees, 4 student assistants, and has 30 faculty contact hours per week. The faculty member with the largest assignment also serves as the faculty coordinator and liaison with the faculty and staff campus-wide. On average, there are 3 staff member's available each hour to assist the students. There is always a minimum of 2. In Fall 1999, the Center was open 52 hours each week including evening and Saturday hours.

Student usage is tracked via the "Track-It," a computerized process which scans each student ID card when the student enters and exits the lab. Over 600 students enroll each semester. Each student is required to read, acknowledge, and abide by the Coast Community College District Guidelines Regarding Student Computer Usage. The students are also provided a "7 Steps to Getting Started" document, an e-mail account, and a floppy diskette to store their e-mail.

(see Coast Community College District Guidelines Regarding Student Computer Usage)

Each semester, the staff advertise the Center through a variety of brochures (see Computer Center brochures) and in the class schedule. They also offer presentations where faculty can bring their entire class to the Center to familiarize them with the lab procedures and how to use the computers.

(see Computer Center handout)

The primary commitment of the Student Computer Center is to provide computer access and support for the instructional programs in an open lab environment. Students are free to complete specific classroom assignments, conduct research, and study academic materials provided on CD-ROM from the textbook publishers and/or purchased by the College. In addition, they may "surf" the Internet and/or read e-mail.

The initial $110,000 used to establish the Center and purchase the computers was provided by Block Grant. Additional sources of income have been pursued such as grants and Partnership for Excellence funds.

6.1: Evaluation

The Library

The student and alumni accreditation surveys indicate moderate (60%) to strong (80%) approval of library services and resources.

(see GWC 1999-2000 Accreditation Student and Alumni and Faculty Surveys)

The faculty survey did not directly address library resources. A survey done in 1995 for a librarian's sabbatical identified faculty concerns about the lack of current books for student research and a lack of Saturday open hours. Both concerns have been alleviated in the last three years with PFE funds.

(see Ross, Roxana. Electronic Research in the 21st Century: Hi-tech libraries in the Orange County Area with implications for community college students and faculty. GWC.CCCD Sabbatical Report Oct. 10,1995, page 3.)

According to the alumni survey, 82% of respondents were completely or somewhat satisfied with library facilities. Only 10% were dissatisfied. Of current students surveyed, 61% say the campus has good places to study while a little over 10% did not agree. About 53% of students said their instructors gave assignments requiring the use of the library. In addition, 57% of students surveyed considered library resources sufficient to meet their needs while only 9% did not agree.

The library seating and lighting need to be improved in response to the survey indication of lower satisfaction with places to study in the library. Currently the library's 565 seats can only accommodate 4.5% of the enrolled student population (12,500) at any given time. Additional seating and tables were requested this year from PFE funding, but only 50% of the requested items were approved. The library budget is primarily used for collection development and maintenance instead of seating. Lighting in the Library has also been recognized as a needed improvement. Again, resources are not sufficient to address this issue. PFE funds allow the Library to be open on Saturdays, increasing service hours by 11%.

Instructional Equipment and Library materials and Partnership for Excellence funding for new computer technology and for new books over the last three years have greatly improved student access to information resources in the Library in spite of a static library budget that has actually lost value as the cost of materials increases annually. The new computer equipment has increased some costs while reducing others, and future library service decisions and budget will need to address and weigh the costs and value of different resources.

The Periodicals Department demonstrates this point. In 1994 the periodical budget allowed for the purchase of 476 titles. The same budget in 1999 could only buy 342 titles, a decrease of 28%. However, the new electronic resources, many with full-text articles incorporated into a database of 1,810 titles, has greatly increased student access. When the abstracting resources of the health database with 950 titles are added, resources increase even more over current periodical holdings. This is an explosive increase in current periodical information immediately accessible to students.

The value of these databases and full-text resources is also reflected in a time savings element for students. They can research and print online as they search, e-mail research to themselves and even access the Library from home or elsewhere on campus using the Library's web page and catalog. These computer resources require a higher level of budget and staffing support to maintain. The librarians want to incorporate student internet access using the web-based, online library catalog. As a supplemental research tool the Internet greatly increases student access to information and supports SCANS and information literacy skills. Internet access also supports classes such as Library 120 and 125 and other classes that use or access new technology. Security concerns and issues rather than technological capabilities are hindering the extension of internet access to more areas on campus. This need for more student access may be met within a year's time.

The Library budget as a whole has remained static for over a decade. Librarians have made decisions to support electronic, reference and periodical resources at the expense of the circulating collection. In 1996-97, the Library documented that 60% of the circulating collection was over 20 years old and that 60% of faculty referred students to other libraries because of this fact.

(see GWC Library Proposal for Instructional Equipment Funds 1997-98 Summary)

Three years ago, due to campue-wide budget reductions, the Media Department's $5,000 budget for new media materials was eliminated by the Planning and Budget Committee leaving only $2,500 in a film rental account.

Based on the size of the student population served, the current library budget for materials is insufficient to support the needs of the campus. According to American Library Association standards, the collection should be updated by 3% every year. Based on an average cost of $43 for an academic book, a 2% annual book budget would need to be $73,100. This is the amount of funds the library received three years ago in PFE funding which allowed the purchase of approximately 2500 new books. The media collection was also increased, updated and enhanced during the same time period using PFE funds.

Partnership for Excellence funds may not be as stable as a line item library budget. It is essential that library budgets for electronic resources, media, books and equipment be significantly increased by at least $50,000 to $75,000 annually to support the curriculum.

The Tutorial Learning Center

The Tutorial Learning Center strives to serve students with the resources it has. The use of space, services provided, and hours of operation meet the needs of 50% of students responding to the accreditation survey. Only 11% indicated it did not meet their needs, while nearly 40% were neutral.

The Tutorial Learning Center needs at least twice as much space. Staff and students are too close together, and the sound level makes office and phone work more difficult for staff.

Already equipped with computers with internet capabilities, the Tutorial Learning Center needs internet access for its staff and students. Increased use of technology and the internet could extend tutoring services, scheduling and coordination.

The student accreditation survey indicates 58% of students considered the Internet readily accessible to them on campus, while 11% were dissatisfied with the availability of the college's Internet services.

(see GWC 1999-2000 Accreditation Student and Alumni and Faculty Surveys)

The fact that in the Spring and Fall semesters of 1999 the Internet was for the first time made available to students through the Student Computer Center may account for this positive response. However, student access to the Internet in the Library and the Tutorial Center are not yet operational, and the addition of these access locations would increase the degree to which student resource needs are met. Specifically, increased access will meet the needs of transfer students, who will be expected to be able to use computer, technology and informational research skills in upper division coursework.

The Writing Center

The Writing Center conducts a college program review every two years to monitor the program. The Writing Center is very successful, and statistics indicate a continual increase in student use. It has gone from a walk-in service that did not generate revenue to a service that generates FTES and enrollment fees. The faculty and staff of the program are very dedicated to continually improving its success and increasing contact hours with the students. They work hard to promote the Writing Center and gain support of the administration, faculty from other disciplines who could utilize the Center, colleagues from other institutions with whom materials are shared, and grant committees.

The Speech Center

The Speech Communication Center was established and continues with the goal of assessing specific communication goals to enhance and validate the learning that occurs in the classroom. Communication behaviors are identified in course outlines for 4 different Speech courses: Speech 020, Speech 025, Speech 100, and Speech 108. Peer Assessors work individually with students or in groups of three, to allow students to demonstrate newly learned communication competencies. This is a unique program that encourages students to experience the effects of their communication and receive immediate, direct feedback..

As the Speech Center has evolved over the years it has continued to service students and to provide meaningful feedback regarding specific communication competencies. As the course offerings grow and expand the Speech Communication Department is deeply concerned with maintaining current programs for all students. They have been aggressive in developing courses and schedules to appeal to all students, including offering Weekend Express, Saturday and Sunday classes, but must also provide adequate support services for students who attend during these non-traditional class times. Currently, they have met these needs with external grant funding (Student Success Grants). Should these funds no longer be available, general fund sources would be sought.

The facility requirements for the Speech Center are currently adequate. The challenges created by sharing a fixed space with the Writing Center have been overcome with diplomacy, tact and good humor. The staff of both Centers are to be congratulated for their continuing efforts to provide the best services for all students. Separate facilities would allow both programs to continue and prosper. The Speech Communication Department would like to expand and provide videotaping and viewing services for Public Speaking classes. Conference room settings should be made available for students to practice making presentations using new technology (i.e. Power Point Presentations).

The Student Computer Center

The faculty and staff of the Student Computer Center are satisfied with what they have been able to offer the students to date. While more and more students are utilizing the Center, they have not had to turn students away due to lack of computers. With the steady increase in students each semester, however, it is likely that they will have all computers utilized at times and will need to enforce their two-hour time limit.

Given the daily use of the computers and their age, replacement of the computers is already being considered. When the computers are replaced, it is anticipated that other technical changes will be made to provide more flexibility for student access to e-mail, network storage, and specific software applications.

Planning Agenda—Library:

1. Work with the campus Planning and Budget Committee to address the funding needs of Learning Resources. Ideally a library line item materials budget increase of $50,000 to $75,000 annually would bring the facility up to the standards set by the American Library Association.

2. Strong consideration should be given to increased funding, particularly for electronic resources including full-text databases for periodical and reference materials as well as increased funding for computer support systems and circulating books.

3. The $5,000 annual budget for media materials should be reinstated.
4. Work with the campus Technical Support Services to establish student access to internet resources using the online library catalog.
5. Work with campus administration to increase the number of study carrels, tables, and chairs to provide more student seating.
6. Improve and increase library lighting.
7. Work with the campus Planning and Budget Committee to incorporate Saturday library hours into the permanent line item budget.

Planning Agenda—Tutorial Learning Center:

1. Work with the campus Planning and Budget Committee and campus administration to identify ways to increase space available for tutoring students. Ideally, a physical space double the size would significantly alleviate the existing crowded conditions.
2. Work with campus Technical Support Services to provide Internet access on student computers in order to increase tutoring services and effectiveness especially in relation to tutor scheduling and coordination and class support for campus computer classes.

Planning Agenda—The Writing Center:

1. Continue to expand hours and depth of service.
2. Work with the newly hired reading instructor to implement a reading program.
3. Work to acquire more space for the Writing Center due to its rapidly evolving program, especially necessary once the reading program gets underway.
4. Continue to acquire computer software to complement both the writing and reading programs.

Planning Agenda—The Speech Center:

1. Work to obtain a separate facility for the Speech Center. While we have achieved a good working relationship with the English Department, the shared space of the Writing/Speech Center is not without its problems. A separate facility adjacent to the Speech classrooms would be ideal for student access and convenience.
2. Obtain a system for computerized attendance, which will cut down on the hours needed to document student contact hours in the lab. A system similar to the one used in the Writing Center or the Tutoring Center would increase efficiency.
3. Acquire studio facilities to allow videotaping of student presentations. Such facilities would enable students in the public speaking classes to utilize the Speech Center.
4. Hire additional Peer Assessors to support the needs of non-traditional students.

Planning Agenda—The Student Computer Center:

1. Determine computer needs based on future technology, software provided with textbooks, student and college needs, and funding.
2. Review and redesign physical layout of the Center, including possible expansion, to increase the number of computers available to the students.
3. Secure funding, purchase computers, reconfigure network for flexibility, and install the new server and computers.

6. 2: Appropriate educational equipment and materials are selected, acquired, organized and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary:

The Library: The librarians and library support staff make strong efforts to select, acquire, organize and maintain equipment and materials that support the campus curriculum. Librarians have successfully sought Partnership for Excellence funding for the last three years, which has provided new books, new media materials, new media equipment, and soon new library chairs. Funds have also been received from the Golden West College Foundation for the purchase of media headphones. The CALWEST/PALS consortium and TTIP (Telecommunications and Technology Infrastructure Program) funding provided seventeen new computer terminals, wiring and related equipment in the library this year. In recent years funding for equipment for ADA (Americans with Disabilities Act) compliance provided for a library elevator to the second floor.

Librarians have specific subject areas for book selection. They contact faculty in their assigned areas to alert them to new materials and request input for media and book purchases. A librarian signs off on all new course outlines presented to the campus CCI (Council on Curriculum and Instruction) to indicate whether the Library has materials that support the new class. A media librarian works with faculty to research and identify new media, order preview copies, and process media requests. Although the media budget was reduced by $5,000 three years ago, PFE funding has enabled additional media materials to be purchased to support campus needs.

Full-time librarians actively serve on a variety of campus committees (Academic Senate, Council on Curriculum and Instruction [CCI], Institute for Professional Development [IPD], Planning and Budget, and Honors Program) that keep them in touch with faculty and curriculum needs.

(see R. Dudley Boyce Library And Learning Center Golden West College Library Materials Selection.)

The Tutorial Learning Center: The Tutorial Learning Center contacts faculty throughout the semester to recommend student tutors. Approximately 80 tutors assist 800-950 students each semester in pre-scheduled, hour-long tutoring appointments. Tutors are paid $7.50 per hour. The fact that all tutors have pagers with voice mail has significantly reduced turn-around time for appointment scheduling.

Tutors go through a training process that includes organization, stress management, and sexual harassment. A tutor's handbook has sample tutoring forms and worksheets, and campus policies. Tutees are given a free weekly planner and referred to appropriate tutoring handouts relating to their needs. Tutors have pagers (60 total) and mailboxes where tutees can leave messages. Tutees sign a tutoring contract promising to keep their appointments.

The computer equipment in the Tutoring Center serves several purposes. One station has five interactive learning computer discs: Smithsonian's American History and Culture, an atlas, an almanac, and four foreign language reference dictionaries—German, Italian, Spanish, French. It also has At Ease, Excel and Graphic Calc.

Two other computer stations have internet potential, but are not yet connected. These stations currently support the office administration classes—Quick Basic, DOS, PaintBrush, Microsoft Word, Excel, PowerPoint and Access. When the internet connections are made, there will be the potential for on-line tutoring and scheduling.

The Writing Center: Maintaining an up-to-date resource library is essential for the Writing Center. Each year dictionaries, handbooks, and software are purchased mostly from grant funds. Resources also include a variety of handouts, brochures, and flyers advertising the Writing Center and the services offered. All materials are well organized, labeled, and available for the students.

The Speech Center: The faculty of the Speech department are responsible for making sure that the resources of the Speech Center are adequate to meet the needs of students and Student Assessors.

The Student Computer Center: The Student Computer Center relies on an advisory committee to make recommendations on hardware, software, computer maintenance, and operational policies as the lab continues to grow. The advisory committee consists of the Dean of Learning Resources, the faculty coordinator, a faculty member who has her students utilize the lab, two computer technicians, a library technician, and the Director of Computer Support Services.

Self-Evaluation

The Library: Full-time librarians have decreased from nine to five over the last ten years due to attrition. Part-time librarians have greatly helped to maintain a high level of service while full-time library faculty pro-actively address library needs through grant applications, coordination of new technology, and regular goal setting and program review in addition to coordinating existing library functions and being actively involved on campus and district committees.

The Dean of Learning Resources, a librarian, will retire in Summer 2000. Campus fiscal concerns reflected in the Reorganization Plan indicate the new Dean of Learning Resources will not be a librarian. This will require more active participation by full-time librarians to assist the Dean in library-related activities such as planning and budgeting, professional meetings, implications for new library technology, library services and operations. It is essential that library faculty staffing be maintained or increased to provide the new dean with this support.

The increased use of computer and electronic resources requires the staff position for library computer services be continued, maintained and given the authority to provide support functions for the library's computer resources including databases, the Library's web page, Internet access and related hardware and software services.

The Tutorial Learning Center: The Tutorial Learning Center needs more money to operate, especially to pay for additional tutors and supplies. Highly trained tutors are paid $7.50 per hour—$1.20/hour less than a student earns working as a Student Ambassador. Funding for technological support such as additional student tutor pagers and Internet connections for computers in the Center would greatly enhance communication and interaction among tutors, faculty and students. Adding a full-time faculty member to the tutoring staff would provide stronger leadership for tutorial services, and increase FTES counts.

The Writing and Speech Centers: Faculty and staff are satisfied with the materials available based on current offerings.

The Student Computer Center: The faculty and staff of the Student Computer Center are satisfied with what they have been able to offer the students to date. While more and more students are utilizing the Center, they have not had to turn students away due to lack of computers. With the steady increase in students each semester, however, it is likely that they will have all computers utilized at times and will need to enforce their two-hour time limit.

Planning Agenda

The Library

1. Continue strong librarian support and pro-active approach to student, faculty and campus information needs and aggressive funding support for library resources and services.
2. Maintain or increase full-time and adjunct library faculty hours to meet student and faculty needs and to provide professional library subject expertise to the next dean of learning resources who is not expected to be a librarian.
3. Work with the campus Technical Support Services and campus administration to maintain and continue the library staff position that provides support for library computer equipment and services.

The Tutorial Learning Center

1. Work with campus Planning and Budget Committee, Partnership for Excellence and the GWC Foundation to provide funding for technological innovations and equipment such as additional pagers and software programs for tutors and tutees.
2. Work with campus Technical Support Services to provide Internet access to students using the Tutoring Center computers. Work with campus Planning and Budget Committee, Partnership for Excellence, the GWC Foundation, and campus administration to increase tutor salaries and to increase the number of tutors.
3. Work with campus administration and the Academic Senate to reassign or hire a full-time faculty member to provide leadership and increase FTES potential in the Tutoring Center.

The Writing Center

1. Update Writing Center reference materials as the program continues to grow.
2. Acquire materials to provide writing assistance for students in specific courses, especially in disciplines other than English.

The Speech Center

1. Work toward hiring additional peer assessors.
2. Work toward obtaining separate and expanded facilities.

The Student Computer Center

1. Determine computer needs based on future technology, software provided with text books, student and college needs, and funding.
2. Review and redesign physical layout of the center, including possible expansion, to increase the number of computers available to the students.
3. Secure funding, purchase computers, reconfigure network for flexibility, and install the new server and computers.

Standard Six, Subsection 3: Information and Learning resources are readily accessible to students, faculty and administration.

Descriptive Summary

Learning Resources staff use a range of methods to acquaint faculty, staff and students with available resources. These include staff members furnishing onsite information, brochures, and scheduled tours, as well as access through the campus web page.

Although all the five Learning Resource services described in this report are located in the Dudley Boyce Library building, entrances to each of those services are separate and at various sides of the building. For many students, finding all these resources takes time and experience. In 1995, a task force began to explore the idea of creating a centrally located, multipurpose Learning Resources Center. For well over two years, a group of representatives from various campus entities dedicated to student support services (for example, the Library, Tutoring Center, and Writing and Speech Center) joined forces to form the Learning Resources Task Force and together to seek a way to achieve this goal. After visiting centralized Learning Resources Centers at other campuses (such as American River College), many of the Learning Resources Center committee members believed that such a system would be much more accessible and efficient than our present one. For various reasons (including the lack of funding and the difficulty of reallocating space in a way that would be comfortable for all the entities) this idea was postponed. This task force will be reconstituted in Fall 2000.

However, several steps were taken to improve accessibility in other ways. One of the most important and centralizing innovations is the GWC web page, which provides an avenue for learning about (and in some cases accessing) various student and faculty services. Other innovations will be described under each of the Learning Resources.

Library: The Library is the largest of our learning resources in size, inventory, staff, and services to students and faculty. The Library occupies part of the centrally located, two-story Dudley Boyce Library building, and the one general entrance is on the west side, directly across from the campus book store and the adjacent Student Center. Library/Learning Center hours are from 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 3 p.m. on Friday, and 10 a.m. to 3 p.m. on Saturday.

This year the Library has added Saturday hours, increased the number of librarians on duty in the evening from one to two, and began offering "drop-in" lecture/orientations to increase accessibility. These "drop-in" sessions are offered frequently and at a variety of times to ensure that every student has access to information about how to use the Library. A special feature of the "drop-in" lectures is that they are limited to thirty students, staffed by at least two librarians, and thus afford maximum hands-on opportunity in using the Library resources.

An important new resource is the bank of new online Library computers, which enable students to streamline research time, increase the number of references at their disposal, and access this information from home computers.

At the rear of the Library is the Media Center. Since it has a viewing and listening access through more than forty stations, media holdings (described elsewhere) are extremely accessible to students and the setting is comfortable for them to use. Additionally, the Center has very flexible configurations, and closed caption programs available for disabled students. Although the Media Center hours are the same as the Library's, access to the holdings has recently been increased for faculty. Checkout procedures have been streamlined for flexibility to accommodate teaching needs; a side window has been installed so that faculty can access the materials without walking through the Library; a faculty previewing room is being created; and staff is on duty by 7:30 a.m. for the convenience of faculty with early classes.

Tutoring Center: The Tutoring Center is also located in the Library Building, but can be entered only at the south side of the building. Hours are from 9 a.m. to 8 p.m. Monday through Thursday and 9 a.m. to 2 p.m. Fridays. The Tutoring Center has no Saturday hours. Tutoring sessions of one hour each are arranged by appointment. Accessibility to this service depends on faculty cooperation in recommending potential tutors for their classes.

In addition to building web site access shared by all these services, the Tutoring Center is now experimenting with a paging system for tutors. Tutors are given pagers to use during their tenure and are, therefore, easily reached to schedule immediate appointments. Before this system, students often waited up to ten days before a tutorial appointment could be arranged; now they often are scheduled for the day following initial contact. Group tutoring is another innovation being used as an experiment in efficiency and access.

Student Computer Center: A few steps from the entrance to the Tutoring Center on the northeast side of the Library Building is the entrance to the Student Computer Center. This center was the most tangible result of the Learning Resources Center Task Force and was opened in Spring 1998; it has 40 stations and features Pentium 200 MHz computers with Microsoft Windows, Microsoft Office, and Netscape Navigator.

To use these services for a semester, students enroll in a course which requires an $8.00 materials fee that entitles them to use the computers and printers to write papers, as well to access an e-mail account and the Internet. Hours are from 10 a.m. to 8 p.m. Monday-Thursday, 10 a.m. to 5 p.m. Friday, and 10 a.m. to 3 p.m. Saturday.

Speech and Writing Centers: On the opposite side of the Library Building, the north side, is the Speech and Writing Center. This Center has two entrances, one on the west and another on the north side, and the combined services of Speech and English serve approximately a thousand students each semester.

Although Speech and Writing may seem by their nature to be incompatible activities, the physical organization of the Center makes sharing this space workable. This Center was recently rearranged to route the "talking" (Speech) from the "quiet" (Writing) students and eliminate distraction. The Writing Center also has one room set aside for a 19-station Pentium 300 MHz computer lab, and all these units now have internet capability.

The Speech and Writing Center opens at 9 a.m. through the week and remains open until 9 p.m. Monday-Thursday. It closes at noon on Friday, but now has Saturday hours from 10 a.m. to 1 p.m. In addition to the support staff, English faculty members are on duty from 9 a.m. to 1:30 p.m. and 5 to 8 p.m. Monday through Thursday, 9 a.m. to 12 p.m. Friday, and 10 a.m. to 1 p.m. Saturday. During these times students have the opportunity for one-on-one consultation with faculty on their papers and Writing Center course work. Because of the heavy student traffic, the Writing Center has increased accessibility through a graduate tutoring program. During the faculty duty hours, an English major graduate student from one of the local universities works side-by-side with faculty, thus doubling the consultation service.

Also, a link to the College web site should be in operation for the Writing Center before the end of the 1999-2000 year. It is hoped that this site will not only furnish information about the Writing Center program and services, but also provide "Online Writing Lab" (OWL) services, whereby students may e-mail papers, complete various writing exercises, and receive tutorial feedback at home.

Like the Student Computer Center, the Writing Center is available to students only through course enrollment: Students may either take an individually designed course (English 097) to support their writing assignments in other classes or may take a variety of mini-courses dealing with sentence, paragraph, or essay writing as well as mini-courses designed to build vocabulary, enhance reading abilities, or eliminate ESL problems.

During the Speech and Writing Center hours, the Speech Center provides a laboratory to support various Speech classes and enable students to practice and refine required communication skills. The Speech Center also assigns assessors and lab assistants who are able to interpret for ESL students and for those who are hearing impaired.

Beginning in Spring 2000, the services of this center will be expanded. The English Department has been awarded grant monies to add four more computers, all of which will be designated for a new reading program. Soon, this center will be the Speech, Reading, and Writing Center.

6.3: Self Evaluation

Recent years have brought many changes and improvements in the Golden West College learning resources area. The College has adapted fairly comfortably to the "Information Age" and its accompanying innovations. Various grants have enabled several campus entities to acquire some of the technology for this transition, and these grants have also provided some of the additional human resources necessary to make the transition effective. Obviously, however, the College has an ongoing gap between the ideal and the available. Staff members struggle to keep abreast of technology and use it comfortably, support service for the rapidly expanding banks of computers is never adequate, and making decisions about how to wisely provide student access to the internet is a constant dilemma.

Although all the support services described in this standard make good use of available space, the need for more space is a constant theme among all these programs. This is a particular problem for the Tutoring Center, where tables and chairs are so close together and the subsequent noise level often so high that some students claim, "I can't learn in this setting!" The Tutoring Center could easily use twice as much space as it presently has. The Writing and Speech Centers, thanks to a great deal of space planning and mutual respect, presently coexist well. However, the initiation of an effective reading program into this area will be difficult, and finding room to add four more computers presents a particular challenge.

This theme of limited space continues through the other entities: Grant monies for more computer stations would likely be available; however the Student Computer Center has no room to house them. The Library badly needs more group and individual study rooms, as well as room to increase its computerized research services. Of course, the Learning Resources Task Force, mentioned earlier in this report, arrived at this same conclusion several years ago; we cannot house an ideal Learning Resources program in the Dudley Boyce Library Building without a great deal of compromise and displacement of existing programs and/or departments.

Helping the faculty and student body become aware of these services is another problem. The Student Computer Center, the newest entity in this program, is struggling to meet this challenge. Staff members are now inviting faculty to schedule class visits for orientation to the Center and a demonstration of its capabilities. They are encouraging faculty to create e-mail and Internet assignments and hoping to link the center's web page to the campus web page. Simple problems in signage and placement in the class schedule also need to be rectified. For example, the Student Computer Center is presently listed on page 80 of this schedule and would like to be cross-referenced so that students can access information about these services from several locations. Since the Student Computer Center is located at the back corner of the building and a small sign (obscured by a tree) is the only identification, many students passing by simply don't notice the Center. Staff members would like the sign to be changed from "Computer

Center" to the more inviting "Student Computer Center," a second sign to be placed around the corner, and the tree to be trimmed.

Although the Library itself, the Tutoring Center, and the Speech and Writing Center are more visible and established, they, too, engage in constant advertising in order to promote student use. The new and well-promoted "drop-in lecture" system of the Library provides students with a much better hands-on orientation than class lectures, and students are reporting great satisfaction with this program. By making tutorial access more immediate, the paging system of the Tutorial Center will bring excellent word-of-mouth advertising for that facility. Additionally, staff members are taking the lead in identifying potential tutors by simply asking for faculty referrals and following up on these leads themselves. The Writing Center conducts dozens of orientation lectures for English classes every semester, gives each English faculty member a packet of handouts and referral slips, and every semester schedules several "free" workshops on various writing problems. Similar orientations are conducted for the Speech Center. In the past, English faculty members have also visited various division meetings to promote the services of the Writing Center. In other words, providing access to student services involves helping both faculty and students learn that these services exist.

Despite space problems and the constant challenge of visibility, these programs are thriving and making a good transition into the computer age. They are each striving to balance the human resources they have long offered with the technological resources they are acquiring. Eventually, a well-operated, interconnected web site will increase accessibility to students. However, the people who provide these services remain the essential factor in welcoming and serving students and helping them become successful at Golden West College.

6.3: Planning Agenda

1. Continually monitor the relationship between the year round schedule of courses and the service hours of various information and learning resources to determine when additional service hours should be allocated.
2. Continue pursuing ways of making these resources visible to students, faculty, and all other campus personnel.
3. Complete the installation and networking of computer technology with the aim of increasing accessibility and efficiency.
4. Reevaluate the feasibility of sharing space, staff, and service among learning resource entities.
5. Monitor the budgeting process to assure that funds for information and learning resources move from dependence on grants and other funding sources to being a permanent, ongoing, and stable financial commitment of Golden West College.

6.4: The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary

Library: The Library/Media Center has five full-time equivalent (FTE) librarians responsible for professional library services. Each librarian is assigned hours at the reference desk and to one or more special departments, e.g., library courses, cataloging, acquisition, media, circulation, periodicals, lecture coordination, and technology.

One administrator oversees the Library and Media Center, as well as the other areas under Learning Resources. There is a total of 49 semester hours assigned to adjunct faculty. The classified staff consists of a senior secretary, a library assistant for cataloging, a library assistant for circulation, another library assistant currently replaced with a computer technician for support, a senior clerk for acquisitions, a senior clerk for periodicals, an intermediate clerk for technical services, an intermediate clerk for media, and an intermediate clerk for circulation. Student assistants are employed to shelve books, to shelf-read, and to assist with check-out desk responsibilities. Evening coverage consists of two reference librarians, one classified (library assistant), and two to three student assistants. Saturday coverage consists of one reference librarian, one classified, and two to three student assistants.

Student Computer Center: The Student Computer Center is a new facility and is currently in a transitional state. At this time the Center has a lead faculty member working 11 weekly hours and one full-time classified staff member responsible for scheduling, assisting students, and other day-to-day operations. Faculty coverage in the center is approximately 50% of hours during which the Center is open. Student assistants and non-classified, hourly personnel are employed to assist students in the use of student computers and to perform daily lab maintenance.

Tutoring Center: The Tutoring Center is staffed by one full-time classified employee who coordinates all aspects of the center. Currently the in-flux nature of the Tutoring Center is reflected in the staffing: The Center has not been able to replace a full-time faculty coordinator position. Currently an adjunct faculty member is assigned to teach tutoring training courses, and adjunct faculty are assigned to the Center approximately 24 hours per week.

Writing Center: The Writing Center is staffed by a faculty coordinator who receives three LHE reassigned time per semester. A full-time classified Staff Assistant oversees and coordinates the operations of the Writing and Speech Center and its associated computer lab. Staffing consists of a total of 30 faculty hours a week; however, 14 of those hours are funded by Partnership for Excellence (PFE). Graduate tutors, also funded by PFE, work the same hours. An hourly Instructional Associate oversees the operation of the Center during the evening hours, and an Instructional Aide is employed 25 weekly hours, providing clerical assistance. By means of numerous grant awards, the Writing Center has been able to improve and expand its services through additional staffing of faculty, graduate tutors, and student assistants.

Speech Center: The Speech Center utilizes approximately 1,000 Peer Assessor contact hours per semester.

Self Evaluation

All professional librarian staff (full-time and adjunct) meet the statewide minimum qualifications. Professional librarians are actively involved in statewide and national library organizations such as the California Library Association, LRACC (Learning Resources Association of Community Colleges), and Council of Chief Librarians. The librarians frequently attend conferences and participate in division workshops, which are made available through the campus staff development program.

In addition to conferences and workshops, librarians and library staff have received specific training for some of the new technologies now in use in the Library. The Library has moved to a web-based access to an online catalog

(WEBPALS) and periodical database called EBSCOhost. A variety of computer training courses are available to the Library staff through Staff Development. The Library system is migrating to Endeavor, which is an online, integrated library system. The EBSCOhost Corporation provided training for the periodical database now available in the Library, and a four-day training session for the Endeavor system was provided for selected librarians and library staff. These individuals will now be training other staff members. In addition, a librarian and library assistant attended initial training for the new system in Chicago prior to implementation of Endeavor.

The Library staff is currently below minimum standards. The past several years the Library has had 5.8 FTE while minimum standards show it should be 8 FTE. The number of classified staff aides is also slightly below the minimum. In view of the fact the campus is hiring only three new faculty members during 1999/2000, the number of certificated, professional staff will not change.

The Tutoring Center was previously staffed with one full-time faculty coordinator, who now has another teaching assignment, and has been replaced with adjunct faculty. It has been very difficult to fill the 30 hours. Currently fewer than 30 hours are covered, and when adjunct faculty are found, they often soon find full-time positions in other colleges.

The Student Computer Center is a new facility and is in transition. Currently most of the staff are temporary, hourly, and are funded by Partnership for Excellence. Without permanent, on-going staffing, it is difficult to plan and to provide consistent service to the students.

The Writing and Speech Centers share staff, and though cooperation is using staff time has enabled these combined centers to provide students with excellent service, both envision a future in which their facilities and staffs would be separate.

6.4: Planning Agenda

1. Work with the campus planning process to hire a full-time faculty member in the Tutoring Center.
2. Work with the campus planning process to identify support needs for staffing and maintenance in the Student Computer Center.
3. Working within the campus planning process, secure a permanent classified Instructional Associate position with computer knowledge and expertise on a permanent basis.

6.5: The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary

Funding for Learning/Resources is approximately 3.7% of the college general fund budget. This is well below the Association of College and Research Libraries (ACRL) standard of a minimum 6% of the College budget. The College funds Learning Resources and its departments with money from its general fund. Learning Resources has a limited budget funded by the District, which is augmented from sources such as Instructional Equipment and Library materials, block grants, the Partnership for Excellence (PFE), Telecommunications and Technology Infrastructure Program (TTIP), among others.

In 1997 and 1998, the Library retired more books than it purchased new. A PFE request for $20,000 to purchase new books in the 1999 — 2000 fiscal year has received approval. An additional $21,000 has been allocated for furniture and equipment upgrades. In 1999,

$54,397.27 was expended for the purchase of an integrated library system (Endeavor). Additional TTIP funds were used to purchase 14 new reference computers. Additional TTIP money is slated for the transition to the Endeavor cataloguing system and for addressing Americans with Disabilities Act (ADA) concerns.

The Learning Resource Student Computer Center was established in 1997, with Block Grant funds totaling $146,089. It is staffed with a full-time classified employee who is funded 50% through the Learning Resources budget, and half from PFE money. Except for the salary of this staff member, the Student Computer Center continues to operate with PFE funds. This Center has been able to increase its availability to students, including Saturday and evening hours, with additional funds from PFE funds. Software and hardware is maintained by Technology Support Services.

The Tutoring Center operates on limited College funding and relies heavily on other funding sources. In 1999, it received a total of $71,671 from CalWORKs, PFE, Disabled Student Services (DSS), Associated Students of Golden West College (ASGWC), and Student Success grants. This money allowed the Center to offer additional services through extended evening hours, summer operation, and to hire additional tutors.

The Writing Center received funds from sources other than the College base budget. The Center was able to increase its staff and hours of operation with PFE monies ($65,037) and a Student Success grant ($8,000). Additional money for research, course development, and workshops came from a Transfer grant ($5,000) and a Matriculation grant ($1,000).

Self Evaluation

The budget from the College for Learning Resources has remained static during the years 1997 through 2000. Meanwhile, equipment and material prices and salaries have increased. The combined effect results in less buying power, and less funds available for student resources. Although PFE, TTIP, and block grant monies have helped improve the library collection, purchase equipment, and improve accessibility for students, it is difficult to plan for the long term when funding cannot consistently be counted on. Efforts to identify and prioritize needs are time consuming and competitive. There are no plans currently in place to improve the base budget for Learning Resources.

Funding for the Student Computer Center is a continuing concern. Without a fixed budget, it is nearly impossible to make any long term plans. Although hours have been extended through grant money, last minute schedule changes create confusion. The student use of the Center has continued to increase, resulting in more wear on the resources available. Although there is technical support for the Center, no money is available for replacement of defective equipment.

The Tutoring Center is also unable to plan long term. Its budget also has remained relatively static over the last three years, and relies heavily on outside funding. Staffing issues also need to be addressed. The Tutoring Center has lost its full-time Faculty Coordinator position when that faculty member elected to change teaching assignments.

As with the other areas, the Writing Center's budget has remained static. The Writing Center's dependency on funding from sources other than the District base budget makes long term planning difficult.

The Speech Center is thriving but is limited by budget restrictions and space limitations. The administration has been vocally supportive of the Speech Center programs, but the department would feel more secure if additional funding were part of a permanent budget allocation.

6.5: Planning Agenda

1. Work with the college planning and budget processes to address immediate and long-term funding requirements.
2. Propose planned increases in funding for Learning Resources from the College general fund.
3. Address the need for increased support for the Learning Resources Student Computer Center with the college planning and budget processes.
4. Continue to address the acquisition of new books for the Library with the college budget and planning processes, as well as various outside sources.
5. Address the need to allocate additional permanent funding to the base Speech Center budget.

6.6: When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary

The Golden West College Library is a member of Cal West Libraries. Cal West Libraries consists of libraries from two community college districts: Coast Community College District (Golden West College Library, Orange Coast Library and Coastline College) and North Orange County Community College District (Fullerton College Library and Cypress College Library). By formal agreement approved by the Board of Trustees, North Orange County Community College District Information Services provides data processing library services to all five above colleges.

Currently the system in use is PALS (Public Access Library System). PALS consists of integrated modules for library circulation, OPAC (online public access catalog), and Marc Editor (for cataloging). The sharing of this online library system has been in effect for 10 years—a new five year agreement was approved and signed May 22, 1997 to remain in effect from July 1, 1997 through June 30, 2002.

(see CCCD PALS Library System March 6, 1997 Agreement)

Each library has representation on four committees: Automated Library Administrator's Committee (ALAC); On-line Public Access Advisory Committee (OPAC); Circulation Advisory Committee; and Reference Advisory Committee.

Cal West Libraries are in the process of migrating from the PALS system to the Endeavor system. The decision to migrate to the Endeavor system was made after a two-year study. The new system is scheduled to be functioning at the start of Spring 2000.

Self Evaluation

The most beneficial aspect of the CalWest Libraries Consortium is the sharing of resources for students, faculty, and staff. Also vital is the sharing of hardware, software, databases, and technical support. In addition to these benefits of resource sharing, the Automated Library Administrator's Committee and Advisory Committees have brought librarians and directors from four college libraries together for sharing of information that has broaden and enhanced the decision-making process. An example is the group that was formed in September 1994, Libraries for the Next Generation or LTNG.

This group worked on developing a long-range plan for the consortium libraries. The outcomes of this planning group include upgrades to the shared online system, cooperative planning for the State TTIP funds, and the decision to move to a World Wide Web/Netscape interface for access to the library online catalog and periodical services. An outgrowth of LTNG was the decision in April 1999 to select Endeavor as the consortium's new library system. There is general agreement that this consortium and the shared library system continue to serve the GWC community very well.

Planning Agenda

Golden West College plans to continue to rely on the above described agreement and consortium. All libraries in the consortium will be migrating to the Endeavor library system spring semester 2000. It is anticipated that this new system will provide enhanced capabilities and flexibility as member libraries rely more heavily on new information technologies. It is also felt that member libraries will continue to share information and work together in a collaborative manner to insure adequate, up-to-date library services.

6. 7: The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Descriptive Summary

The adequacy and effectiveness of learning and information resources and services are addressed by the Golden West College Departmental Annual Program Reviews, the California Community Colleges Library and Learning Resources Programs Annual Data Survey, the California Colleges and Universities Learning Assistance/Tutorial Data Survey, and the accreditation self-study. In coming years, the Annual Data Surveys may provide additional data on which to base conclusions regarding the effectiveness and adequacy of Learning Resources at Golden West College in comparison with other California community colleges. The Library, Tutoring Center, Library Media, and the Speech and Writing Center undergo an annual review and evaluation as part of the Annual Program Review process. In the near future, the Student Computer Center will begin an annual review process.

The Writing Center has conducted research to determine the efficacy of the program. Large quantities of student data have been gathered, analyzed, and presented in the annual program review. A complete demographic profile of students who use the Writing Center, including gender, age, ethnicity, and units enrolled, has been established. After each semester, reports from the Writing Center are distributed to English Department faculty, the Dean of the Language Arts Division, the Vice President of Instruction and the President of Golden West College.

Each semester the Tutoring Center surveys students who have received tutoring. The objective of the survey is to allow students to evaluate the tutorial program. Each year the Tutoring Center submits an Annual Data Survey to the State Chancellors Office.

The Dean of Learning Resources and other Learning Resources Division personnel have representation on several campus-wide committees such as Institute for Professional Development, Academic Senate, Council for Curriculum and Instruction, Deans Council, and Instructional Planning Team. By representation on these campus wide committees and the Learning Resources Divisionís liaison with most departments and divisions of the Golden West instructional program, the Learning Resources Division, and its various departments, is part of an ongoing evaluation process.

Self Evaluation

Although evaluation of programs and services is a time-consuming and staff intensive operation, the Learning Resources Division is well aware of the importance and benefits of self-evaluation, and therefore the division devotes a substantial amount of time and resources to that end. With state mandated annual data surveys, Golden West College Departmental Program Reviews, student surveys, and interaction with virtually all constituencies of the campus, the Learning Resources Division has a very good understanding of its needs, strengths, weaknesses, and future direction.

Planning Agenda

The Learning Resources Division will continue to be very active in the process of self-examination. It is important that the Student Computer Center is a part of the process; therefore, the Student Computer Center will develop a review process including student surveys and the Annual Departmental Program Review.

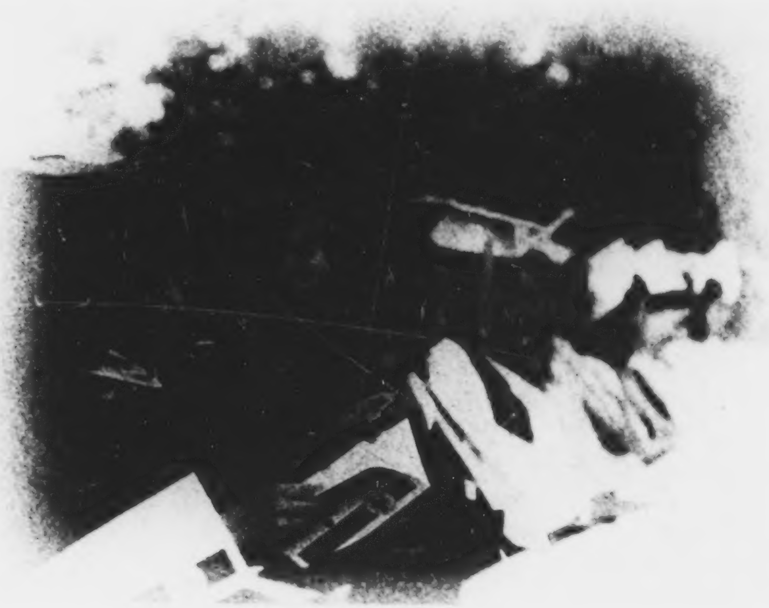
Supplemental Documents - Standard Six

- California Colleges and Universities Learning Assistance/Tutorial Data Survey, Fiscal Year 1997-98 and Fiscal Year 1998-99
- California Community Colleges Library And Learning Resources Programs Annual Data Survey Fiscal Year 1998-99 And Fiscal Year 1997-98
- CCCD PALS Library System March 6, 1997 Agreement
- Coast Community College District Guidelines Regarding Student Computer Usage
- Computer Center brochures
- Computer Center handout
- EBSCO admin-Database Usage Report — Detail: Database Level Period: September 1999-October 1999, *http://eadmin.EPNET.com/eadmin/database11sgRpt.asp*
- GWC 1999-2000 Accreditation Student and Alumni and Faculty Surveys
- GWC Instructional Program Reviews
- GWC Library Proposal for Instructional Equipment Funds 1997-98 Summary
- Learning Resources Programs Annual Data Survey
- Library 1999
- Library 1999-2000
- Norman, Carolyn F., Coordinator Library And Learning Resources Programs, October 4, 1999 Memo. Subject: 1998-99 Library And Learning Resources Programs Annual Data Survey
- Proposal For Instructional Equipment Funds, 1996-97. Summary: Circulating Books for the GWC Library
- Proposal For Instructional Equipment Funds, 1997-98. Summary: New Materials for the GWC Library
- R. Dudley Boyce Library And Learning Center Golden West College Library Materials Selection
- Ross, Roxana. Electronic Research in The 21st Century: Hi-Tech Libraries in the Orange County Area with Implications for Community College Students and Faculty. GWC.CCCD Sabbatical Report Oct. 10, 1995
- Tutorial Learning Center 1999
- Tutorial Learning Center 1999-2000
- Writing Center 1999
- Writing Center 1999-2000
- Writing Center Course Offerings

Standard 7

Faculty and Staff

Accreditation Self-Study
1999 - 2000



Eleanor Gajewski
Co-Chair

Marcella Norling
Co-Chair

Rebecca "Becky" Botello

Kristina Bruning

David Hudson

Carolyn Kirkpatrick

Christana Montes

Kimberly Pascoe

Golden West College
Huntington Beach

Standard Seven: Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

7A: Qualifications and Selection

7.A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

Golden West College employs thirty full-time administrators (15 educational administrators, 4 classified managers, and 11 classified supervisors); 182 full-time and tenure track faculty; 380 adjunct faculty (216 adjunct, 53 50-60%, and 111 in the Criminal Justice Training Center.); 204 classified and confidential staff; and 623 hourly employees (542 hourly employees, and 81 professional experts) to serve a population of 12,160 credit students at census. All faculty and staff meet the minimum qualifications for education, training, and experience as required by the California Education Code and regulations from Title 5 of the California Code of Regulations.

In addition to the employment of regular and part-time support staff who are knowledgeable and skilled in their respective areas, the District hires hourly student employees to assist with the more routine and repetitive functions. The number of student workers in Fall 1999 is 189; however, this number varies from semester to semester and from year to year.

Self Evaluation

The employment selection process assures that Golden West College hires qualified staff as defined by state minimum qualifications for the discipline and by specific district position requirements.

Because of additional growth in student enrollment and staff retirements, the College's base requirement for full-time faculty increased for Fall of 1999. A total of 15 full-time faculty positions were filled to meet students' needs. However, at the conclusion of the search process, the change in faculty diversity was not significant.

The District's Human Resources Office maintains a continual pool of interested adjunct candidates. Statewide minimum qualifications are strictly adhered to, for both full-time and adjunct faculty, and are closely monitored by Personnel Services at each individual campus. Golden West College's full time to part-time faculty ratio as of November 17, 1999, was 79.8/20.2%.

The classified staff and part-time employees are well qualified. Job announcements clearly state education and training requirements. Candidates are not interviewed who do not meet those provisions. Also, grant funded and categorical programs have also allowed the College to expand staff support for some areas and services.

The decision of two instructional deans to return to the classroom created a need to review and reorganize the College's instructional program. Additionally, return to having three

Vice President provided the opportunity to include a review of management positions campus-wide. Through a proposed reorganization, three deans' positions will be eliminated. Furthermore, future management positions will be filled as retirements and/or resignations occur. campus-wide constituencies were asked to be involved in this reorganization plan.

Planning Agenda

The College will continue efforts to diversify all staff and focus on improving the diversity of the faculty.

7.A.2: Criteria qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary

Detailed job descriptions for each position classification include job duties and minimum qualifications as approved by the Board of Trustees. These are reviewed, as needed, to assure that they adhere to nondiscriminatory criteria and reflect current campus need. The campus complies with minimum qualifications and equivalency criteria for faculty and administrators in its selection process.

The District has developed recruitment and selection procedures, which are followed for filling all vacancies. Recruitment announcements describe primary duties as well as other terms and conditions of employment. and identify minimum qualifications and selection criteria by which candidates will be evaluated. In addition, the District recruits statewide and nationally for administrative and tenure-track faculty positions.

A number of policies, manuals, guides, and procedures govern personnel recruitment and selection processes:

1. Staff Diversity/Affirmative Action Policy and Plan which includes:
    - Recruitment and Selection Processes
    - Affirmative Action Training for Hiring Committees Guide
    - Orientation Guide for Employee Selection Committees
2. Faculty Hiring Policies and Procedures District Equivalency Determination to Minimum Qualifications Policy
3. Adjunct Faculty Hiring Procedures District Equivalency Determination to Minimum Qualifications Policy

Self Evaluation

The District has developed comprehensive recruitment and selection policies and procedures. Position announcements clearly state job qualifications for all positions. This information is available to the public. The College Personnel Services Office reviews job duties and qualifications before a permanent position is forwarded to the District to be advertised to ensure the appropriateness of the selection criteria and currency of the job description. The selection process continues to be standardized to ensure fairness to all applicants and to ensure that only qualified candidates are interviewed. According to the results of the campus survey, the majority (62.7%) of faculty, staff, and administrators agreed that the College adheres to written policies that ensure fairness in all employment procedures.

Planning Agenda

The College will continue to maintain its high standards in hiring policies and procedures.

7.A.3: Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Descriptive Summary

Job announcements for full-time faculty positions list minimum discipline qualifications as required by AB 1725. An additional minimum requirement addresses an applicant's sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Desirable qualifications are also listed on the job announcement once approved by the Academic Senate. These qualifications may include knowledge of teaching methodology, understanding and currency in the discipline area, demonstrated ability in teaching and curriculum development, demonstrated ability to work with a diverse population of students and staff, ability to design alternative learning activities, understanding of current and emerging instructional delivery technologies, and evidence of professional development activities.

The application screening process places primary emphasis on required training, experience, and skill criteria. Some positions require that a written essay accompany the application describing the applicant's expertise in listed areas. The screening committee is comprised of one division or discipline administrator and a minimum of three faculty members from the discipline. Whenever possible, members from under-represented groups are included. Interview questions are directed to the applicant's knowledge and abilities as well as the applicant's sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Applicants for full-time faculty positions must answer oral interview questions that assess their knowledge of the discipline and teaching techniques and present a teaching demonstration to the screening committee. In some instances, applicants are required to give a presentation to a class of students. Finally, the selection committee, which includes the President or his designee, conducts extensive reference checks before making an offer of employment.

Self Evaluation

The College maintains high standards for the employment of faculty and has developed a rigorous screening and selection process. Because teaching effectiveness is a primary concern, each full-time faculty candidate is evaluated on a teaching demonstration.

The selection process for adjunct faculty was revised and approved by the Board of Trustees in December 1998. Although this process is less comprehensive than that for full-time faculty, evaluation procedures are in place to ensure that adjunct faculty maintain the same high standards. Adjunct faculty are evaluated during their first semester of employment and every 6 semesters thereafter.

Although the College continues concerted staff diversity/affirmative action efforts, the results have not significantly altered the ethnic composition of the full-time faculty. The hiring of 15 full-time faculty members in Fall 1999, did not increase the college's diversity of the full-time faculty. Based on a recent campus survey, 67.6% of the faculty, staff, and administrators are satisfied with the diversity of the gender and ethnic backgrounds of the instructors, classified staff, and administrators at GWC. The District and the College continues its efforts to recruit and hire a diverse staff by advertising employment opportunities in professional publications, newspapers, mailings to educational agencies, and on the Internet.

Planning Agenda

The College will continue its recruitment efforts to diversify the full-time faculty.

7.A.4: Degrees held by faculty and administrators are listed in the institution's primary catalog. All United States' degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Each edition of the college catalog lists the degrees and qualifications of faculty and administrators. All degrees received in the United States are from accredited institutions. Foreign degrees are recognized if they have been determined equivalent by an outside agency accredited by the state.

Self Evaluation

The College meets this standard by publishing faculty and administrator degrees annually in the college catalog. The degrees of employees are from accredited institutions, and foreign degrees are recognized following an equivalency determination process.

Planning Agenda

None.

Standard 7B: Evaluation

7.B.1: The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Descriptive Summary

The processes for the evaluation of classified staff, faculty, supervisory, and management employees are covered in Board policy and the respective collective bargaining agreements. The evaluation process for classified staff is outlined in the Agreement Between the CFCE and the District. The intent of the performance appraisal is to provide the employee with commendations and recommendations. The process is intended as a tool to enhance performance and provide a means to plan and achieve long-term employment goals. The appraisal is based on job-related criteria, and a standard evaluation form is used for all classified staff. The supervisor is responsible for meeting with and discussing the evaluation with the employee before the performance appraisal is filed. Classified staff members are evaluated at the third and fifth month of service during the probationary period, one year following the completion of the probationary period, and once every two years thereafter.

The full-time faculty evaluation process is outlined in the Agreement Between the

CFE/AFT and the District. The purpose of the faculty evaluation process is to improve instruction, counseling, and other educational services provided to students. The same evaluation process is followed for faculty who are temporary (employed two out of six semesters), categorical, adjunct (50% through 60%), contract (tenure track), and regular (tenured). Each temporary faculty member is evaluated during the semester of temporary employment, but not to exceed once in an academic year. Categorical faculty members are evaluated each year of employment for four years. Thereafter, an evaluation is conducted at least once every six regular semesters. Adjunct (50% through 60%) faculty members are evaluated the first semester of employment, and at least once every six regular semesters thereafter. Contract faculty members are evaluated once each year until tenure is granted. Regular (tenured) faculty are evaluated every three years. The full-time faculty evaluation process is conducted by a panel and includes a student survey, panel observation, an evaluation conference, and the submittal of a formal evaluation report to the Vice President of Instruction or Student Services, as appropriate. In addition, a self-evaluation component is included in the evaluation process for contract (tenure track) faculty. Regular (tenured) faculty can choose either a self-evaluation or a formal on-site instructional observation by an evaluation panel of their peers. The evaluation process for a faculty member who is placed in a special assignment for 50% or more of a regular contract teaching load follows the same procedures for regular faculty but is limited to a self-evaluation.

The evaluation process for adjunct faculty who are employed less than 50% is outlined in the Agreement Between the CTA/NEA and the District. Its purpose is to improve individual teaching performance. Unit members are evaluated in the first year of employment and at least once every six semesters thereafter. The evaluation process is comprised of classroom observations, a self-evaluation, and a student survey. An evaluation conference is held before the evaluation report is filed.

The process for evaluation of classified supervisors, managers, and educational administrators is contained in board policy. The purpose of the management evaluation and its professional development component is to encourage higher levels of performance in the service of students, the institution, and the community. The evaluation process is designed to give encouragement, motivation, and constructive feedback to managers about their job performance, defining both areas of strength and areas of needed improvement. The evaluation is based upon goals related to objectives developed by the individual and his or her supervisor, upon the individual's job description, and upon the perceptual feedback from a selected pool of employees. The performance evaluation for each manager is conducted once in each of the first two years of employment and every second year thereafter. The evaluation is comprised of a review of annual goals and objectives, a behavioral survey, self-evaluation by the manager, and an evaluation by the employee's supervisor. The Chancellor evaluates the college President as required by his or her employment contract.

Self Evaluation

The evaluation processes are systematic and conducted at prescribed intervals as identified by policy or bargaining unit agreement. New employees receive more frequent evaluations than those employees who are tenured or have completed their probationary periods. The followup is completed in a timely manner according to established procedures applicable to the individual employee.

Administrators closely monitor compliance with timelines for faculty, management, and administrative evaluations. Timelines for the completion of classified evaluations are monitored by the District Human Resources Office and the campus Personnel Services

Office. Most are now completed in a timely manner following the recent implementation of an improved monitoring process coordinated by the Personnel Services Office, the three Vice Presidents (Administrative Services, Instruction, and Student Services) and the college President.

Planning Agenda

The College will continue to monitor the evaluation process to insure that evaluations are conducted at prescribed intervals.

7.B.2: Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary

The District uses a variety of means to assess the effectiveness of faculty, staff, supervisors, managers, and administrators at the college.

The faculty evaluation process involves the opportunity for students to assess faculty effectiveness. The student survey instrument incorporates questions related to teaching effectiveness and student progress. The results of the student surveys are provided to the faculty member being evaluated.

Classified staff evaluation includes set criteria including the assessment of the employee's job-related skills and abilities, quality of work, initiative and motivation, organizational skills, judgment, customer service, professionalism, attitude, interpersonal skills, attendance and punctuality, safety consciousness, and dependability.

The behavioral survey instrument for management includes assessment of effectiveness in a number of areas such as leadership, professional knowledge and expertise, commitment to their department's program and services, communication skills, shared governance, collective bargaining, professional staff development, and the achievement of individual performance-related goals.

Evaluation of each employee group is intended to be a constructive process. The evaluation processes in place are formative in nature and designed to encourage improvement.

Self Evaluation

How well the evaluation process assesses effectiveness and encourages improvement depends to some extent on the person being evaluated and the evaluator who oversees and administers the evaluation. The individual employee constituencies, in collaboration with college and district administration, have devoted considerable effort to developing appropriate and effective processes for the evaluation of job performance. However, according to the 1999-2000 Accreditation Self-Study Survey of faculty, staff, and administrators, employee groups are mixed in their assessment of the process.

(see Faculty/Staff/Administrator Survey - Fall 1999)

When asked if the current faculty evaluation process is thorough, 34.4% agreed, 37.7% disagreed, and 27.9% were neutral. Faculty, staff, and administrators were also asked if the current faculty evaluation process encourages improvement. Of those who responded, 36.7% agreed it does, 36.7% disagreed, and 26.6% were neutral. In response to the question if criteria for the evaluation of faculty includes teaching effectiveness and service to the college, 44.9% agreed, 26.2% disagreed, and 29.0% were neutral. In response to whether or not administrators are evaluated effectively, 34.2% agreed, 35.8% disagreed, and 30.0% were neutral. In addition, when asked if administrators are evaluated systematically and regularly, 55.1% agreed, 22.5% disagreed, and 22.5%

were neutral. The classified evaluation process was not addressed in the self-study, as the process was revised within the past year and more time is needed before an accurate assessment can be made.

In February 1998, the accreditation evaluation team found that the evaluation process for full-time faculty had been improved and was being implemented consistently. An evaluation process for adjunct faculty has been implemented in recent years, but a formal assessment of its effectiveness has not been done. Concerns were noted in the February 1998, report that classified performance appraisals were not being conducted in a consistent, routine, or timely manner. The college has since taken specific steps to address these concerns, and procedures are now in place to assure that all managers are held accountable for the consistent and timely submittal of classified evaluations. A system has been implemented to track evaluation due dates and monitor their completion. Discussions are pending between the Coast District Management Association (CDMA) and the District regarding the management evaluation program. Suggestions have been made to revise the management behavioral survey instrument, as the current format relates primarily to instructional managers and is not seen as a valuable evaluation tool for non-instructional supervisors and managers.

The College is committed to the systematic evaluation of its employees. The evaluation processes currently in place are both systematic and thorough. They are also time consuming and personnel intensive. Individual employee groups, in conjunction with college and district administration, should continue discussions on ways in which these processes can be enhanced as well as streamlined.

Planning Agenda

The College will continue to explore ways to improve the evaluation process.

7.B.3: Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary

The Agreement Between the Coast Community College District and the American Federation of Teachers Local 1911 delineates criteria for full-time faculty evaluation. Criteria in the area of teaching effectiveness include currency and depth of knowledge in teaching field; use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsiveness to the needs of the student and consistency with approved course outlines; appropriate testing, measurement and reporting of student progress; and other indicators designed to measure teaching effectiveness. Faculty evaluations also cover professional growth and leadership. This includes continued participation in professional activities, coursework, attendance at seminars and professional meetings, and participation in collegial governance and campus life, including College or District committees. Evaluation procedures for adjunct faculty not covered by the AFT Contract are outlined in Article 8 of the Agreement Between the CCCD and the CTA/NEA.

Self Evaluation

In May 1998, the collective bargaining unit and the District agreed upon a revision of the criteria and evaluation procedures. Some changes in the procedures may occur when negotiations reopen in Fall 2000, but anecdotal evidence suggests that the process is satisfactory. The faculty evaluation criteria are comprehensive, with higher expectations for institutional service by full-time faculty than by adjunct faculty. There is more emphasis on teaching effectiveness and institutional service than on research or community involvement.

Planning Agenda

None

Standard 7C: Staff Development

7.C.1: The institution provides appropriate opportunities to all categories of staff for continued professional development consistent with the institutional mission.

Descriptive Summary

The College has a comprehensive program of staff development for faculty, classified staff, and administrators; these activities include on-campus workshops, discipline/department retreats, skill training, new staff orientations, conference travel, and faculty sabbaticals.

The overall coordination of staff development is the responsibility of the Staff Development Advisory Committee. This committee recommends distribution of state staff development funding, surveys employees regarding staff development needs plans and organizes annual staff development activities and events.

The District is on a flexible calendar that allows three days, distributed throughout the academic year, for faculty professional development activities.

In 1997, after the retirement of the Staff Development Coordinator, the President sought input on a replacement for the position from the Academic Senate and the Classified Connection. The recommendation was to replace the full-time faculty position with a 60% faculty replacement and a 30% classified replacement. Each replacement receives reassigned time to act as co-coordinators. The co-coordinators share the responsibility for chairing the Staff Development Advisory Committee and coordinate campus-wide staff development activities with the support of the SDAC. In addition to the co-coordinators, the Staff Development Office has a full-time classified staff person to provide clerical support. Professional development activities are scheduled throughout the year with the objective of providing information and skills which will further personal and professional improvement in ways that will support student success. Workshops are open to all segments of the campus community. Wellness workshops, guest speakers, and topical subjects are also open to students on a space available basis.

A Schedule of Workshops that combines the listing of staff development and technology activities for faculty, classified, and administrators is published annually. Additional workshops based on staff requests and evaluations are developed during the academic year and are advertised in supplemental brochures, flyers, and general announcements.

During 1998-99, there were eighty-seven activities offered. Most of the activities occurred on campus. In addition to the on-campus activities, there were 107 individuals/groups funded to attend off-campus conferences and classes; seven discipline/area workshops (Library Staff, Counseling classified staff, Counseling Department, Biology Department, Foreign Language Department, English/ESL Departments, and the Grounds Crew) were held to advance team building, planning and budgeting.

During the 1997-98 academic year, it was evident from needs assessments and evaluations that there was a growing need to provide faculty and staff with ongoing computer technology training. In Fall 1998, the Staff Development Resource Center was remodeled and renamed the Faculty/Staff Technology Training Center. The new center is open to all staff and accessible during regular hours and off-hours in the evening and weekends. This has been very helpful to adjunct faculty and classified staff who do not currently have access to computers. The Center has seven new computers (five PCs and two Macs) all have Internet access, e-mail access, zip drives, windows software and programs as well as two scanners and two printers available for use by users. The needs assessment also indicated that staff and faculty wanted more training sessions to be held on campus in addition to the training offered at the District office. There was also a need for more flexibility of hours when classes are scheduled. The remodeled training center has met the immediate need of offering training sessions, but the demands are out growing the current facility. The Staff Development Office is currently coordinating with the Office of Instruction the use of instructional labs that are not in use by students to schedule additional training sections.

In addition to the professional development opportunities sponsored by the Staff Development Advisory Committee, staff may participate in the Institute for Professional Development and the District Classified Professional Development programs.

The Institute for Professional Development is a standing committee of the Academic Senate that helps faculty members to design, plan, and achieve their own professional growth objectives. The institute performs its functions on the basis of policies approved by the District Professional Pursuits Committee, the District Sabbatical Leave Committee, the Academic Senate, the College President, and the AFT/CCCD Agreement.

On a regular basis, the Institute for Professional Development (IPD) notifies faculty of funding and guidelines for conference/travel requests; sabbatical leave opportunities and guidelines; professional improvement credit for salary advancement; and alternative methods for release time and overload guidelines.

These functions are coordinated by the Academic Senate Office, which also provides office and secretarial support to the Institute.

Classified employees who are employed in permanent positions and have completed a probationary period of employment, and are seeking education which will lead to promotional opportunities or a career-path change within the Classified Unit, are eligible to participate in the District Professional Development Program. This program is funded by the District by provision of the United Federation of Classified Employees, Contract, Article 18.

Eligible classified staff may apply to the District Classified Professional Development Program for reimbursement of expenses for tuition, fees, and books at an accredited educational facility; salary differential upon completion of a certificate or degree program; released time for a replacement cost for one college-level class per school term; professional conferences; and participation in a specialized program for technical course-work.

Self Evaluation

The Institution has provided appropriate opportunities for staff development by presenting on campus activities and by providing funding for individuals to attend conferences, workshops, and other professional development activities off campus.

The increased use of technology and the pace of technological change in all areas of the College have required a greater commitment to training. This demand has created a challenge for the College. The Staff Development Advisory Committee, the Institute for Professional Development, and the District Professional Development Committee will continue to work with all segments of the College to meet these challenges.

Planning Agenda

The Staff Development Advisory Committee, the Institute for Professional Development, and the District Professional Development Committee will continue to promote, offer, and encourage all staff members to maintain the highest levels of professional expertise as possible for their given assignments.

7.C.2: Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Descriptive Summary

The overall coordination of staff development is the responsibility of the Staff Development Advisory Committee. The membership includes three members each from the faculty, staff, and administrators, as well as one adjunct faculty and student representative. The committee meets twice each month.

This committee recommends distribution of state staff development funding, surveys employees regarding staff development needs plans and organizes annual staff development activities and events. Tabulated results of surveys taken after staff development activities are reviewed by the committee and assist in the evaluation of the individual workshops and the planning of future events.

The Staff Development Advisory Committee sets the budget based on the AB1725 funds received each year. The application process has been streamlined and due dates are widely published. During the 1997-98 year, the conference funding allocation model was revised to take into consideration the increased cost of conferences and the economic hardship to many classified staff to cover the extra expenses. The model was changed from 90% of the requested amount up to $300, to 100% of the requested amount up to $400. This allocation model applies to all employee groups.

Self Evaluation

The college committee structure affords ample opportunity for staff to participate in the planning and evaluation of staff development programs. Each employee group has an opportunity to tailor staff development programs to its own needs, based on surveys and evaluations.

Planning Agenda

The Staff Development Advisory Committee will continue to involve faculty and staff in planning staff development programs.

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Standard 7D: General Personnel Provisions

7.D.1: The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Board Policy 0050-1-2, the current staff diversity affirmative action policy, and administrative procedures demonstrate college commitment to fairness and equal opportunity in employment at Golden West College. This policy is reinforced through collective bargaining agreements, board policies, and Faculty Hiring Policies and Procedures.

Once a determination has been made to fill a position, clear district procedures are followed in the preparation of job announcements, recruitment, committee appointments and orientations, application screening, interviews and reference checks, recommendations, and notification of candidates. Personnel Services coordinates these procedures, as well as taking care that the institution follows written policies governing minimum qualifications and equivalency for faculty employment. To ensure consistency and fairness in hiring, the District requires that all members of selection committees review the Orientation Guide for Employee Selection Committees and participate in a campus staff diversity/affirmative action orientation. A trained affirmative action representative monitors the screening and selection process to ensure compliance with the principles of Fair Employment and Equal Opportunity.

Self Evaluation

The district has carefully structured its employment procedures to ensure fairness at each stage of the hiring process. It apprises all participants in the process of these policies and procedures and closely monitors the process for adherence to the rules. Though some faculty have expressed a sense of being constrained by certain policies (such as those that limit spontaneity in the interview process), most faculty and staff express satisfaction with the process. The District makes an effort to allow latitude where it is feasible, but generally is cautious in matters of equity in the hiring process. Another area of concern has been the length of the recruitment and selection process. Recently the adjunct faculty screening and selection process was reviewed district-wide and some changes were implemented to improve the timely hiring of part-time faculty.

Planning Agenda

The College will continue to address the improvement of the length of the recruitment and selection process and work with the District to improve the timely hiring of adjunct faculty.

7.D.2: The institution regularly assesses and reports its achievement of its employment equity objectives consistent with the institutional mission.

Descriptive Summary

Golden West College has a designated Affirmative Action/ Staff Diversity Officer. The current Affirmative Action/ Staff Diversity Plan was adopted by the Board of Trustees of the

Coast Community College District on March 6, 1996. The Coast Community College District maintains a standing committee comprised of the Affirmative Action Officers from each of the three colleges and the District's Affirmative Action/Staff Diversity Officer. The committee meets on an ad hoc basis.

The District sets annual staff diversity goals based on work force availability data and projected hiring opportunities. Progress is assessed and reported annually to the Board of Trustees and the Chancellor's Office. The District distributes the Staff Diversity/Affirmative Action Plan to all regular staff members.

Self Evaluation

Golden West College has been successful in achieving and maintaining diversity in its classified staff. Until this year, full-time faculty hiring had been at a near standstill, providing limited opportunity for achieving more diversity. Although the College pursues its staff diversity and affirmative action efforts on a continuous basis, the hiring in Fall 1999 of 15 new faculty members did not significantly alter the ethnic composition of the faculty. Although staff, faculty, and administrative responses on the accreditation survey instrument suggest that a majority (67%) are satisfied with the diversity achieved thus far, the campus and the community will be well served by a continued effort to increase the diversity of the faculty.

In order to provide a curriculum and learning environment to respond to the needs of a diverse student body, the District continues to strengthen its affirmative action efforts. In 1996, the District revised its Staff Diversity/Affirmative Action plan. On March 6, 1996, the current plan was adopted by the Coast Community College District following approval by the Board of Trustees. Screening committees receive affirmative action training and orientation prior to the commencement of the screening process by the College's Affirmative Action Officer or designee, who has been trained in staff diversity/affirmative action criteria, goals, and objectives.

Planning Agenda

The College will continue efforts to improve faculty diversity and maintain diversity in the classified staff.

7.D.3: Personnel policies and procedures affecting all categories of staff are systematically developed, clearly stated, equitably administrated, and available for information and review.

Descriptive Summary

All personnel policies and procedures are developed or revised either through the shared governance process for all categories of staff or through the collective bargaining process for adjunct and full-time faculty and classified staff.

The policies and administrative procedures approved by the Board of Trustees are developed through shared governance. A policy and administrative procedures manual is on file in administrative offices and is available to employees and employee groups for review upon request.

Many policies and procedures for regular faculty and regular classified staff are developed through collective bargaining and are detailed in the respective contracts. The Agreement between the Coast Community College District and the Coast Federation of Classified Employees (Local 4794) and the Agreement between the Coast Federation of Educators/American Federation of Teachers (Local 1911) and the Coast Community College District are distributed to all bargaining unit employees and to administrators and supervisors. Additionally, the responsibilities of faculty members participating on hiring committees are included in the Faculty Hiring Policy and Procedures manual. The District also maintains policy and procedure files on the District computer network.

Adjunct faculty are represented by an exclusive bargaining agent. The contract governing adjunct faculty is The Agreement between the Coast Community College Association - California Teachers Association/National Education Association. Personnel policies and procedures affecting confidential and management employees are included in Board policy. The Coast District Management Association also publishes a Manager's Handbook. This document is distributed to all supervisors, managers, and administrators.

In addition, information affecting all employee groups is shared through various new employee orientation processes. The District's Office of Human Resources conducts meetings with new employees to address such issues as salary placement, workplace safety, workers' compensation, sexual harassment training, and customer service training. Academic administrators provide a new faculty orientation that covers specific instructional and student services policies and procedures.

Finally, the GWC President's Office annually publishes two comprehensive manuals.

The College Handbook is distributed to all campus departments and managers and is also available in the President's Office upon request. This manual contains the shared governance policy and administrative procedures, and explains the planning and budget development process and policy development processes. The Personnel Compendium is distributed to all faculty and staff. This manual describes the charge of each college standing committee as well as membership composition. It also contains the Golden West College organizational chart. This document can also be found on the campus Q-drive.

Self Evaluation

The District systematically develops personnel policies and procedures. The general consensus is that they are equitably administered. According to a recent survey, 60% of faculty, staff, and administrators felt that the College Handbook was a useful and available resource. Personnel policies and procedures affecting all categories of staff are available for information and review on the District's computer network.

Planning Agenda

None

7.D.4: The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Descriptive Summary

The Personnel Services Office is responsible for ensuring that campus personnel records are private and secure. The District Office of Human Resources (Employment Services and Records Department) is responsible for maintaining the official personnel files for all employees of the Coast Community College District, including Golden West College. Both the campus and district personnel offices follow written procedures regarding access to personnel files to ensure their security and confidentiality. Criminal offender records are housed at the District Office of Human Resources. The Personnel Services Office maintains all recruitment and selection documentation and monitors the confidentiality of the screening and selection process. Upon the conclusion of a screening process, original applications, screening committee documents, and hiring outcomes are

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forwarded to the District Office of Human Resources. Employee files are permanent and are kept indefinitely. Recruitment and selection records are kept for three years.

Self Evaluation

Personnel and applicant records are managed effectively with respect to confidentiality and are maintained in a secure manner.

Planning Agenda

None

Supplemental Documents - Standard Seven

- Agreement between Coast Community College Association-California Teachers Association/National Education Association and Coast Community College District
- Agreement between Coast Community College District (KOCE-TV) and International Photographers of the Motion Picture Industries, Local 659 of the International Alliance of Theatrical Stage Employees
- Agreement between Coast Community College District and the Coast Federation of Classified Employees (Local 4794)
- Agreement between Coast Federation of Educators American Federation of Teachers Local 1911 and Coast Community College District
- Coast Community College District's Adjunct Faculty Hiring Procedures.
- Coast Community College District's Affirmative Action Plan.
- Coast Community College District's Full-Time Faculty Hiring Policy and Procedures
- College Catalog
- College Handbook
- Committee Goals and Objectives
- Department/Discipline Workshop Announcements
- Full time Faculty Job Announcement
- General Personnel Policies 050-1-17
- Mailing List of Job Openings and List of Publications used by Coast Community College District.
- Personnel Compendium
- Sample Workshop Announcements
- Staff Development Schedule of Workshops
- Technology Training Plan
- Workshop Evaluation Forms

Standard 8

Physical Resources

Accreditation Self-Study
1999 - 2000

Sally Coffey
Co-Chair

Ted Palmer
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Bernard Gilpin

Ken Hamdorf

Albert Jazwiecki

Mike Wells

Loyd Wilcox

Golden West College
Huntington Beach

Standard 8: Physical Resources

Section 1

The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Descriptive Summary

At age 33, the College has experienced the obvious growing and aging pains seen at any large institution. The only new building construction on campus since the last accreditation site visit has been the expansion of the campus child care facilities.

The campus has implemented several planning, budget, and forecasting committees to disperse the budgetary dollars as efficiently as possible. The following committees are examples of this strategy: Instructional Planning Team, Facilities Committee, and Planning and Budget Committee. For the most part the campus facilities have been upgraded, remodeled, or repaired following a pattern of meeting the highest priority as established by the various committees.

A campus-wide effort at computerization of the College has led to new technology usage in the classroom and internet access for both faculty and students.

Self Evaluation

The College maintains an inventory of physical facilities that meets the needs of the programs that it offers. An on-going balancing of program demands, technology changes, and enrollment fluctuations coupled with a faculty active in innovative teaching techniques has posed particularly challenging decisions for the committees that establish spending priorities.

The majority of recent facility projects have followed either mandated or long postponed-maintenance objectives.

Funding for all levels of instructional equipment has come from all the usual sources such as block grants, VTEA, Partnership for Excellence (PFE), matriculation, and other state sources. The campus has also solicited subject specific short-term grants with limited success to meet specific program goals. These soft money sources often provide only a catalyst to get a program moving towards improvement.

In the planning process at the present time there are two major remodeling projects involving the improvement of the campus amphitheater and the expansion of the Learning Resources Center.

Planning Agenda

1. The College will continue to improve its ability to plan and budget for maintaining, improving, and possibly expanding its campus-wide facilities.
2. A long-term campus goal is to begin a capital campaign to fund a high technology building for the campus which would support transfer and vocational programs tied to the local high tech companies in Orange County.

Standard 8: Subsection 2

The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Descriptive Summary

The College has several committees working diligently to assist in the management and operation of facilities. These committees—the Planning and Budget Committee, the Safety Committee, the Facilities Committee, the Disaster Committee, and the Crisis Alert Committee are supplemented by special project task forces when necessary.

Golden West College has established routine maintenance schedules and processes. It also has a process for staff to submit work orders when problems are identified or when improvements are needed. The Director of Maintenance / Operations is responsible for determining priorities and scheduling work to be done.

The College revises its maintenance plan to identify projects that need attention. This plan starts with a review by the Director of Maintenance / Operations and the Vice-President of Administrative Services. Input is also received from instructional and other departments. The Facilities Office develops project alternatives as well as cost estimates for projects. The College submits projects eligible for the state-scheduled maintenance program to the State Chancellors Office. Obviously, the state does not fund all requests, and its priority criteria play a strong role in determining the priority order of the maintenance projects. The district budget process requests funding for maintenance projects since even the state-approved projects require local matching funds. The college practice is to budget for the scheduled maintenance matching funds in the fiscal year following approval. In this way, the institution knows which projects are supported and the exact amount of the match necessary.

Often other sources of funds are available to fund a project or to provide all or part of the local match to another categorical funded program. Early in the planning process, the college explores alternative funding. Possible sources include Department of Energy grants and utility company rebate programs. Several projects completed as a result of these funding sources are the electric strip heater replacement with gas boilers and the installation of a thermo energy storage system which provides air conditioning to four buildings.

The Grounds Department is developing a long-term plan to replace campus trees and shrubbery with drought resistant plants and to upgrade irrigation systems and equipment to both reduce costs and conserve water. These projects rely on campus funding since alternative sources of funding are scarce.

The College has an aging infrastructure. However, the high voltage power lines have been replaced, the fire alarm system has been upgraded to meet safety standards, and the restrooms have been upgraded to meet A.D.A. standards. We have also added an infant / toddler area to our Child Care Center to meet the needs of our students and staff.

Self Evaluation

The Facilities Planning Committee continually works to update facilities and assist the Director of Maintenance / Operations in the planning of modification and / or renovation of existing facilities. The Educational and Facilities Master Plan Vision 2010 has delineated many of the campus needs. The Facilities Planning Committee and others are working towards the goal of replacing outdated equipment and upgrading existing facilities.

The College adequately maintains buildings so far as the budget allows, and for the most part, the grounds are well maintained and attractive. The improvement in the appearance of the campus grounds during 1999 has been noted by our campus community. Our California Native Garden won an award in 1997 from the California Community College Council for Staff Development. The maintenance staff handles routine maintenance and renovations; however, major remodeling and maintenance of buildings is heavily dependent upon state funding and the District's ability to match the state funding.

Although it appears to many that there are insufficient classrooms to meet the schedule needs, analysis indicates that classroom utilization has been improved by changing to a 16-week semester and by offering an intersession during the winter holiday.

Although the College has a work order process in place, there are concerns that the work cannot always be completed expeditiously. The number of work orders exceeds the staff's ability to respond promptly.

Planning Agenda

With the 1998-1999 campus computerization project now largely completed, "a facility and infrastructure" database should be developed and linked with a 10 year plan. This database would forge a significant linkage with the College's planning and budget process and make readily available information regarding facility and infrastructure needs as well as work completed. Most important, this database would greatly strengthen the planning and budget process in support of campus physical resources. The campus planning and budget process should drive building maintenance and renovation.

Standard 8: Subsection 3

Physical facilities at all site locations where courses, programs, and services are offered are reconstructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

Descriptive Summary

The facilities on the Golden West campus include mostly original buildings dating from the opening of the campus in 1966 and a few which have been constructed since. Older buildings have been modified and newer buildings have been constructed to comply with ADA requirements as identified in the architectural barrier removal plan. The College offers classes and services only in locations on campus that provide access in accordance with ADA standards.

The College is located on former agricultural land with most buildings built using concrete pile and beam construction methods. This architectural style, since most walls are not load bearing, has allowed for some modification of interior space as needs change. Also this construction style deals with possible settling of the soil due to its subterranean condition.

The College has an active Safety Committee that evaluates suggestions from staff and information from safety inspections, recommending appropriate action. Golden West College has implemented a hazardous materials handling and removal program to comply with state and federal regulations.

Golden West College staffs and maintains a Security Office with 24-hour coverage. Rooms containing valuable equipment such as computer labs are alarmed. Buildings have up-to-date heat and smoke detection alarm systems.

Self Evaluation

The Institution engaged Chuck Terry and Associates, to conduct a review and develop a plan to remove architectural barriers on campus. This review was conducted using the state issued guidelines to identify the needed remediation. Most of the issues identified by this firm as needing modification have been resolved.

The College is committed to addressing problems of access and safety and to ensuring a healthful environment. Major investments have been made to upgrade fire alarm systems, restrooms, roofs, high voltage systems, and walkway lighting. These costly improvements were timely and necessary.

In recent years due to the vagaries of funding for facility and infrastructure, the College has reacted to resolve safety, access, and health needs. During the period 1996 - 1999, about $5,000,000 in deferred maintenance projects have been completed. Included in these projects were restroom upgrades, fire alarm system improvements, campus walkway light replacement, roofs for 10 buildings, architecture barrier removal needs, and high voltage cable and underground transformer replacements. Our Security Office records confirm that the campus is a safe one. A security escort service is available on call. Although lighting has been improved in most areas, still some students express concern about the adequacy of lighting in the evening. Some security cameras, particularly in critical areas such as computer labs, have been installed.

The Safety Committee has greatly contributed to the improvement of the college environment. The committee developed a form for reporting safety issues which staff and faculty may use to identify safety problems, report hazardous conditions, or to make safety suggestions. In general, college employees demonstrate safety awareness.

The College has been active in risk management and is assisted by the District Risk Manager office which provides safety inspections and consultation services to college staff as well as training workshops. These services have resulted in many improvements on campus; for example, fire training, indoor air quality, and good ergometric practices.

All hazardous waste materials are removed from the hazardous waste facilities on a quarterly basis as coordinated by the District and Orange County Department of Environmental Health. Whenever a problem has occurred, it has been dealt with promptly and safely.

As the College has entered into new areas of instruction such as the Weekend Express program, some problems have been encountered regarding cleaning of classrooms as well as restrooms. College personnel are aware of such problems and have worked to resolve them. With GWC's entrance into non-traditional and new program areas such facility needs will be addressed.

With the 1998 - 1999 campus computerization project now largely completed, a "facility and infrastructure" database ought to be developed and linked with a 10-Year Plan. This database would forge a significant linkage with the college's planning and budget process and make readily available information regarding facility and infrastructure needs as well as work completed. Most important, this database will greatly strengthen the planning and budget process in support of campus physical resources.

Planning Agenda

1. Continue to upgrade our 33-year-old campus to maintain a safe, access-friendly, and healthy environment.
2. The campus should consider developing a facility and infrastructure database.

Standard 8: Subsection 4

Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary

At the College and District levels, processes have been established that support the systematic selection, maintenance, inventory, and replacement of equipment. The District requires the College to maintain an inventory of all equipment. The Technology Support Services Department processes the purchase and inventory of all audio-visual and technological equipment. The College's shipping and receiving clerk, who is responsible for maintaining an accurate college equipment inventory list, processes all other equipment.

The function of most equipment selection, both new and replacement equipment, is a bottom up process, delegated to the departmental level. For example, this past year all departments were notified of the discretionary dollars available via such sources as Partnership for Excellence, equipment and block grant funding sources. Application forms were distributed, departments met and determined their needs and applied for equipment funding. Departmental requests were discussed and prioritized at the divisional level and recommendations were sent to the Planning and Budget Committee that made funding decisions based upon program funding criteria and college priorities. During the spring budget development process, departments have the opportunity to reprioritize expenditures based on departmental equipment selection and replacement needs. All technology equipment requests are routed through the Technology Support Services Department to ensure college-wide equipment compatibility and service requirements. The maintenance of equipment is a high priority and performed in a myriad of ways. District-level staff performs vehicle maintenance. Telephone service is also a district-level responsibility. The College's Maintenance and Operations Department is responsible for maintaining the physical plant and arranges for the services of tradesmen when service requirements exceed the capability of staff. The College's Technology Support Services Department manages audio-visual and technology equipment maintenance.

Self Evaluation

In the past five years a tremendous number of computers have been added to the campus. This rapid expansion has challenged the skills and ability of the Technology Support Services Department to develop and maintain the campus network. Continued expansion of technology will require the College to determine the staffing priorities necessary to maintain a viable network of computers.

If state-provided Partnership for Excellence and equipment funds are provided in coming years, the College should be able to meet the need of replacing much out-of-date and aging instructional equipment. If these funding sources disappear, general fund priority needs decisions will have to be made. The uncertainty of funding for equipment purchases makes planning for replacement difficult. All departments, as expressed in the "Faculty, Staff, Administrator Survey," have communicated concerns that equipment needs are not being met. The College recognizes this unmet need and a significant amount of staff time has been devoted to identifying a number of needs, but, unfortunately, only a modicum of funds exist to fulfilling the needs.

The College Foundation has been helpful in providing some funds for the Department Wish List. A significant amount of Swap Meet profits have been used to improve the physical facility. The College's vehicles are in adequate shape and well maintained by the District's Vehicle Services Department.

Planning Agenda

1. Plan for the staffing of Technology Support Services in order to meet the growing need for the installation and maintenance of technology equipment and the training of all staff in the best uses of the equipment.
2. Continue to search out funds for new and replacement equipment.

Standard 8: Subsection 5

Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Descriptive Summary

The college-wide Planning and Budget Committee is the guiding force to assess and determine the needs of the campus. The membership of this committee is drawn from all sectors of the campus to assure an atmosphere of shared governance. The annual program review process helps to address individual program facility and resource needs. Long-term planning was addressed through the hiring of a consultant for the Vision 2010 project in 1994. This was done in an effort to provide an inventory and assessment of all current campus facilities. This was actually a district project that encompassed all five units comprising the CCCD.

Self Evaluation

The Facilities Committee meets to review projects and prioritize campus needs. Under the Deferred Maintenance Program, application is made for state funds. Upon receipt of funds, a campus priority list is addressed to best disburse the allocation to the most critical campus needs. In recent years the disbursement of Block Grant funds and PFE (Partnership for Excellence) has been a campus-wide planning effort. Each individual on campus is invited to submit proposals targeting program needs. These proposals were reviewed and prioritized by the Instructional Planning Team and the Planning and Budget Committee in order to best serve the students on campus.

Recently completed ADA-mandated projects include all campus restrooms, fire alarms, drinking fountains, automatic doors to major facilities, and increase in number and conformance to state and federal guidelines of designated disabled parking stalls.

The Campus Safety Committee routinely evaluates the need for health, safety, and emergency improvements. The Disaster Preparedness Committee monitors the campus responsiveness capabilities in the event of a major disaster such as earthquake, flood, or power outage. Through the efforts of this committee numerous improvements have been made to better protect and serve the college community. Action has also been taken to maintain legal compliance when necessary regarding health, safety, and emergency issues.

Planning Agenda

The College should address the issue of a capital replacement schedule as soon as possible, as recommended by both the 1986 and 1991 accreditation visiting teams.

Supplemental Documents - Standard Eight

- Accident Report Form (Safety)
- Board Policy CCCD 030-4-8 (Educational Programs and Student Relationships - Accomodation for Students with Disability)
- CCCD Budget Allocation Model
- Chuck Terry and Associates Review
- Department Wish List
- The Educational and Facilities Master Plan, Vision 2010

Standard 9

Financial Resources

Accreditation Self-Study
1999 - 2000

Lee Eastwood
Chair

John Breihan

Janet Houlihan

Steve Ludwig

Barbara Pogosian

Jack Wadhams

Golden West College
Huntington Beach

Standard Nine: Financial Resources

9A: Financial Planning

9.A.1: Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary

The College has an approved Mission, Vision, Principles, and Philosophy Statement (MVPPS), adopted in 1999, that is used for financial planning. Program budget units annually review and update their goals guided by the College's MVPPS. Each budget unit conducts an annual program review of their goals. The program budget unit goals are forwarded to their respective planning teams - Instructional Planning Team (IPT), Student Services Planning Team (SSPT), or Administrative Services Planning Team (ASPT) for review. The program budget unit goals then become the basis for yearly program review. Budget allocations to the District's colleges are made via the District's Budget Model.

(see CCCD Budget Allocation Model)

Allocations to the various program budget units are typically "rolled over" from year to year. Program budget units have discretion in the allocation of their non-fixed budgeted allotments subject to their established yearly goals.

Discretionary monies such as Partnership for Excellence Funds (PFE), end-of-year carryovers, salary savings, and state equipment Block Grants are allocated by policies and procedures formulated and/or approved by the College's Planning and Budget Committee (PBC). The PBC uses the MVPPS in budget planning and in allocating funds. Discretionary funding to the program budget units is based on yearly planning goals as prioritized by the three planning teams. In some cases the College President exercises his discretion in allocating discretionary funds for projects which offer exceptional opportunity and require fast action.

The College is in a state of transition with respect to the planning and budget process. A task force established by the PBC has designed a new model that has been approved by the PBC, the Academic Senate, and the employee unions and is planned for implementation in Fall 2000. The new model will more clearly define the structure and process of planning, budgeting, and policy making and will clarify the goals and assumptions upon which the model is based.

Self Evaluation

Limited and uncertain funding and unanticipated emergencies have made it difficult to implement financial plans that support all of the institutional goals and those of the program budget units. Since 1996 the College has made budget cuts of approximately 2.5 million dollars. Consequently, for the past four years, budget development activities have focused primarily on expenditure reduction and restructuring. The College has entered into a three-year stabilization period and is under pressure to increase enrollments in order to maintain the current funding base. The College, however, has been able to move forward with new technology and programs using categorical and Block Grant funds.

Even though the College has developed a process to link budget and planning, 59% of those surveyed in the recent faculty/staff survey do not clearly see and understand this linkage and the concomitant process to allocate financial resources. This response may be due in part to budget reductions and inadequate resources to fund all priorities. In addition, the process is not well documented. The development and approval of the new planning and budget model is an attempt to better articulate the process to all campus constituencies.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey)

Planning Agenda

1. Improve the budget development process and strengthen its relationship to planning by implementing the new planning, budget, and policy-making model.
2. The goals implied in the MVPPS need to be clarified by developing specific and prioritized objectives that are reviewed on an annual basis.

9.A.2: Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements.

Descriptive Summary

Annual financial planning begins in January with the adoption of the District's budget development calendar and the disclosure of the Governor's proposed budget for community colleges. As the year progresses, state-level activities, such as the "May revise," funding bills, and negotiations between the Governor's office and the Legislature, are closely followed; and the District's tentative budget is developed. Expenditure budgets are rolled forward from the current budget year with adjustments based on priorities established to support staffing needs, contractual and leasing obligations, program needs, and prioritized program and facility improvement plans. After the Governor signs the state budget, revenue estimates are finalized in the District's adopted budget. Applying the formulas published in the District's Budget Allocation Model, the College is allocated its portion of the District's revenues.

The District permits the College to allocate revenues to support its programs and plans. The College is responsible for developing, managing, and balancing its campus budget. Historical budget development is utilized and expenditure needs are expressed through channels for decision making described above (9.A.1). Local income streams are assessed and estimated. Expenditure requirements are matched to expected income, and the College budget is developed. Monitoring and budget changes occur throughout the year. The College and its departments are responsible for balancing budgets.

As a result of declining enrollments, the District entered into a three-year "stabilization" period beginning in fiscal year 1999-2000. Significant enrollment growth must be achieved. Financial planning is focused on achieving growth requirements.

Self Evaluation

Uncertain state-level funding (a consequence of the state's annual budget adoption process) combined with the difficulty of projecting enrollment growth constrains the District's ability to perform long-range financial planning, thus requiring the College to increase efforts to plan and adjust annual priorities.

Although enrollment declines and increased costs for staff and medical benefits have resulted in significant budget cuts, the District and the College have remained solvent. Fiscal shortfalls have sharpened the focus on realistic assessments of resources and expenditures. Budget projections and expenditure reviews occur on a regular basis. This tight fiscal situation has revealed the need to closely control unbudgeted expenditures, particularly in the area of adjunct and overload faculty expenses.

The District has entered into a contract with Protocol National, Inc. (PNI) to develop a software system to integrate data for students, human resources, and finances. This system, which is scheduled to be operational by July 2000, should provide improved information for financial planning.

As a result of major College planning efforts, such as the recent change to the 16-week semester calendar, the establishment of block scheduling, the focus on outreach and public relations, and the addition of new instructional plans, the College is on track to meet its enrollment target for the 1999-00 school year. This target represents significant one-year growth exceeding 1,000 FTES. Continued enrollment growth for 2000-01 and 2001-02 will be a major goal of the College. Consequently, financial planning must be focused on achieving enrollment growth requirements. This growth must occur within the funding constraints of the stabilization model.

Planning Agenda

1. Continue to develop plans and programs that result in enrollment growth.
2. Develop improved college-level adjunct and overload planning and monitoring procedures.
3. Fully implement the PNI software system.

9.A.3: Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary

The District has a long-range capital plan (Vision 2010) that provides general direction for major capital projects for the District and the College. The College's Director of Maintenance and Operations, under the guidance of the President, Vice Presidents, and in collaboration with the District, develops and implements the College's annual and long-range facilities' plan that is regularly reviewed by the Facilities Planning Committee, a sub committee of the College's PBC. The Facilities Planning Committee presents its proposals to the College's PBC that utilizes the MVPPS to prioritize the objectives of the facilities' plan.

Self Evaluation

The District's Vision 2010 Plan, which was developed in the early 1990's, needs to be updated to reflect changes in enrollment patterns, curriculum, and anticipated facilities needs. Capital plans have focused on improving aging physical facilities and on supporting the development of educational programs that promote enrollment growth. Declining enrollment and increased costs for personnel and medical benefits have reduced the dollars available for improving physical facilities. For example, in 1999-00 local matching funds for the deferred maintenance program were reduced from 50% to 10%, thus limiting the number of funded deferred maintenance projects. However, at the same time, the College has successfully obtained campus improvement dollars from the District and from various local sources to launch a successful campaign to improve the physical facilities.

The Fall 1999 Accreditation Self-Study indicates that the decision-making process for capital expenditures is not well understood.

Survey results indicate that only 28% of those surveyed agreed, while 36% disagreed, that capital plans support educational objectives and relate to facilities planning. These survey results may indicate a lack of awareness of the financial planning and budget processes in general. Perhaps an inordinate amount of personnel change in the administrative personnel structure has contributed to this perception.

Planning Agenda

1. The District needs to update its long-range Vision 2010 Plan.
2. The College needs to better inform the campus community about the reasoning and procedures behind capital planning efforts.

9.A.4: Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Descriptive Summary

The budget development procedures presented in 9.A.1 above summarize the guidelines and processes for financial planning and budget development at the College level. The newly developed MVPPS and the new decision-making model will be fully implemented in Fall 2000.

The District publishes an annual budget development calendar that identifies operational and legal time frames for budget development activities. The College adheres to this Board approved budget development calendar. Budget development worksheets are completed by each cost center. These worksheets form the basis of the yearly rollover portion of the budget.

Self Evaluation

Declining enrollment at the College has been the major focus of financial planning and budget for the past few years. This is especially true at the present time in response to the College's and the District's stabilization status. Within this environment, the processes to allocate college resources and distribute new monies such as Partnership for Excellence and state Equipment Block Grant funds have been constantly evolving and changing. While there has been campus-wide constituent input into these processes, the procedures for approval are not clearly communicated. Consequently, while the processes are communicated and defined for PBC purposes, there is not campus-wide understanding. In addition, the recent organizational changes at the executive management level have made it difficult to define clear directions for planning. The development of the new planning and budget model is an attempt to address these issues. The new model clearly states assumptions and defines the structure and processes to be followed in the planning and budget process.

Some consequences of the lack of a well-defined financial planning and budget development process are apparent in the results of the accreditation survey mentioned above. Items related to financial planning and budgeting elicited the greatest amount of disagreement. Almost 42% of the respondents disagreed (26% agreed) that the guidelines are clearly defined and followed. Almost 52% of those surveyed disagreed (22% agreed) that financial information is dependable and timely. Nearly 59% of the respondents disagreed that there are clear connections between planning, budgeting, and the allocation of financial resources. Fifty percent disagreed (20.3% agreed) that facilities planning is adequate and linked to other institutional planning and evaluation efforts.

(see Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey)

The adoption, implementation, and dissemination of the new planning and budget process may change the campus perceptions through increased comprehension of the procedures involved.

Planning Agenda

The campus community needs to be better informed about the underlying assumptions driving the planning and budget process and about the process itself. Process and plans must be clearly communicated to the campus community. A campus newsletter should be published to report significant events, programs, and decisions to faculty and staff.

9.A.5: Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary

Administrators participate in the financial planning and budgeting process via their involvement in and interactions with the College's PBC, the Deans' Council, Administrative Services Managers' meetings, the President's Administrative Council (meets monthly) and meetings of the IPT, SSPT, and the ASPT.

Faculty and support staff participate in the financial planning and budgeting process directly by their involvement in the budget unit program reviews and indirectly via their representatives on the numerous planning teams and the College's PBC.

Self Evaluation

In most cases, administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets. However, not all staff members are aware of or take advantage of the existing opportunities to participate in the development of financial plans and budgets. This creates the perception that some important decisions are made at higher levels absent campus-wide participation.

Planning Agenda

Encourage increased involvement by faculty and staff in budget development at all levels of planning and budget development.

Standard 9B: Financial Management

9.B.1: The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Descriptive Summary

Golden West College currently utilizes two financial management systems to maintain its financial records. One system is for college general funds and the other system is used for college auxiliary operations. Golden West, being part of a larger district, uses a district-wide financial system to account for its general fund expenditures. This includes the College's state allocation as well as any money received through state, federal, or local sources. Monthly reports on these accounts are distributed by the District to department heads or unit managers for their review within a week of month-end. Individuals can also obtain a current copy upon request from the College's Fiscal Services Office. This allows managers to make decisions based on the most up-to-date information.

The District is currently working with Protocol National, Incorporated (PNI) to create a new system which will encompass student, personnel, and financial record keeping on one integrated system. There were many attempts to create such a system in the past, but they have been unsuccessful. The District and the College are very optimistic that this system will come to fruition and be successful. This new system will allow college-wide access to financial records so decisions makers will have current information readily available.

The financial records for the college's auxiliary programs such as the Bookstore, Foundation, Community Services, and the Associated Student Body are maintained at the college level on a second system called MAS90. Although the ultimate goal of the District is to have auxiliary accounting systems integrated with the district-wide accounting system (in two to three years), the College's Fiscal Services Office is currently installing Dynamics, a new accounting package. Dynamics will allow for better controls and permit the College to implement tracking mechanisms that have not been maintained before. Currently, reports are distributed upon request to the directors of the auxiliary programs.

In both district-wide and college-wide financial systems, there are controls in place. While some of these controls are computer-generated, there are still some that are left to individuals to ensure that controls are followed. In order to ensure that these controls are maintained, several steps are taken: Annual audits are conducted; the internal auditor meets regularly with individuals on campus; separation of duties is maintained, as well as checks and balances. Before any financial transaction is complete, there are several review points.

A successful computerized financial accounting system is essential to the financial management of the College. The current system that exists within the District is not the ideal system, but changes have been made in the recent past that allow for it to provide more accurate and more timely information.

The District and Golden West College are hopeful that the new PNI system will be a success and that it will allow better controls and online "look up" capabilities campus wide. Although the financial management portion of the new system is still under development, the District is looking forward to implementing online signature codes and account balance verifications that allow for better financial management. The College is currently installing new hardware campus wide so that we can fully utilize this new system and allow access for as many individuals as possible.

The District and Golden West College continually work throughout the year to provide good controls over their financial resources. Annual audits are conducted and recommendations are made to the District and College on how to implement better controls and safety measures. These recommendations are taken very seriously by the Board of Trustees and all support staff and are implemented immediately.

Planning Agenda

1. Implement the new PNI and Dynamics systems to allow better financial management.
2. Continue to evaluate and implement better controls to ensure financial security.
3. Implement a training schedule to permit staff to utilize the system to its full capacity.

9.B.2: Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Descriptive Summary

There is very little discretionary money at Golden West College. The majority of the College's funds are dedicated to salaries and benefits. The College is currently in stabilization and is working desperately to increase its FTES to ensure that there will be no major decrease in funding from the state in the next two to three years. Although the College budget and audit report reflect appropriate allocations to programs and services, the College has improvements that they would like to make to enhance existing programs and services, but little resources to do so.

Each year budget development worksheets are distributed to the appropriate staff to complete and turn in with their proposed changes and recommendations. These worksheets are reviewed and the recommendations are forwarded to the College Planning and Budget Committee for review and prioritization. When possible, these recommendations are implemented. Once the College has completed its budget process, the District submits a district-wide budget to the Board of Trustees for review and approval.

As additional funds become available, such as Partnership for Excellence or Block Grant, applications for proposals are distributed, reviewed, and the recommended proposals are funded. Because there is little discretionary money at Golden West, these other funds allow the College to invest in programs that otherwise might not be funded.

The District contracts with an external auditing firm to perform an extensive annual audit district wide of all financial records and procedures. The firm that the District is currently contracting with specializes in school district audits. This allows for the firm to have a better understanding of the sources of funds and the state guidelines on how to account for these funds.

The Coast Community College District's Board of Trustees takes the annual audit very seriously. Any findings or recommendations are viewed as significant and need to be corrected immediately. The audit encompasses both financial and compliance issues. For each finding or recommendation, the appropriate staff member is asked to prepare a response. An interim audit is also performed to ensure that the previous year's audit findings have been corrected.

Self Evaluation

The District's Annual Financial and Budget Report to the State (CCFS-311) and the annual external audit all demonstrate the District's commitment to compliance, budgeting, and expenditure reporting. There are many regulations that the District must conform to in compliance with state and federal mandates. The District as a whole does an excellent job of complying with these regulations. In the District audit report dated June 30, 1998, there was one issue of non-compliance that applied to each campus as well as the district office. Equipment that was purchased with Economic Development funds was not being inventoried as such. The District is working towards implementing a program to ensure that every piece of equipment purchased with state or federal monies of any type will be marked with a fixed asset tag and inventoried appropriately. The fact that there were so few compliance issues in a district this size demonstrates the District's commitment to

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ensure that funds are spent according to mandated regulations and in support of instructional and student support functions.

(see Annual Independent Auditor's Report, June 30, 1998; District's Annual Financial and Budget Report to the State - CCFS-311)

The Coast Community College District's Board of Trustees also works very closely with our own Internal Audit Department to constantly strive to better the processes of the District. The campuses work closely with the internal auditor to review, recommend and implement processes that will ensure tighter controls over the District's financial resources. This dedication to quality further demonstrates the District's commitment to safeguarding their financial management procedures.

Planning Agenda

1. Continue to research the needs of various district and campus programs and strive to improve programs college-wide to better serve the student population.
2. Continue to work with the appropriate internal and external agencies to ensure that the College stays in compliance with state and federal regulations.

9.B.3: The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Descriptive Summary

Through the district financial management system as well as the college-based MAS90 (soon to be Dynamics) accounting software, the College maintains stringent controls over finances. This includes both auxiliary operations as well as general fund allocations. These financial management systems allow the College to budget, expend, and report the use of financial resources in the appropriate manner and categorize these items according to state-approved guidelines. Monthly review of financial statements allows college management to make effective decisions.

Financial aid and externally funded programs are monitored not only at the campus level, but also at the district level, which ensures that proper controls are in place and funding agency regulations are followed. These programs are also included in the district-wide audit to ensure compliance. These other funding sources are vital to the successful operation of the College and are administered to ensure continued funding.

The finances for the campus-based auxiliary operations and the Foundation are maintained at the campus level. The same firm that completes the district-level audit also audits these records annually. Compliance and oversight of these records are vital to the continual operation of the Bookstore, Community Services, Associated Student Body, and the GWC Foundation. It is the reserves of these funds that the College utilizes to make appropriate investments.

Institutional investments are reviewed monthly by the Fiscal Services Office as well as the Vice President of Administrative Services to ensure that funds are invested in items that will generate the highest return and yet maintain a high level of security. The College's Foundation has an approved investment policy, which is utilized by the Foundation Board when making investments. There is also an Investment Committee within the GWC Foundation, which oversees the investments and the finances of the Foundation.

All contracts that involve the District are to be Board approved prior to initiation. Contract-related issues are discussed in detail in section B.5 of this report.

Self Evaluation

The District has very strict guidelines and procedures that are followed to ensure effective oversight of finances. The College adheres to these regulations because they know that failure to comply could result in decreased funding.

Personnel both at the College and District track the grants, Financial Aid, and other program-specific funds very closely. The College's Fiscal Services Office monitors grants and works closely with the District to ensure that the expenditures comply with the guidelines of the grant. Campus-based program directors also work closely with the above mentioned departments to ensure that there is appropriate review of all expenditures and that necessary reports are filed with the funding agencies.

The District maintains accounts and investments for all state allocations and does so through FDIC insured accounts. The auxiliary funds, which are maintained by the campus, are invested in money markets, certificates of deposit, some government bonds and government bills, and some domestic funds. All funds are reviewed regularly to ensure that monies are secure.

Both of the new accounting software packages will allow for better controls and more accurate tracking. The District and the College are excited about these new possibilities and look forward to making the process more efficient.

Planning Agenda

1. Continue to work to develop and implement the new financial management systems for both district-wide funds as well as the auxiliary accounts.
2. Work to improve tracking systems to ensure compliance with categorical program requirements.

9.B.4: Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary

Golden West College has five main auxiliary operations that support the efforts of the College: the Bookstore, Foundation, Associated Student Body, Community Services, and an independent corporation called the Enterprise, which is a campus-based swap meet. Each of these entities sustains the mission of the College in some aspect and is self-supporting so there is no financial support necessary from the District or the College's general fund.

The Bookstore works closely with the faculty and the deans to supply the students and the campus with quality products at reasonable prices. They are constantly striving to increase their profits by cutting costs so that they can give back to the College in support of programs and services. They help support a number of programs that otherwise might find it difficult to operate as effectively as they do.

The Foundation has its own Mission Statement, which directly coincides with the Golden West College Mission Statement. The Foundation's goal is to "generate community support for scholarships, capital needs, and special projects to assure quality education to the community." The Foundation holds an annual fundraiser and utilizes these profits to support college-wide "wish lists" and student scholarships.

The Associated Student Body is mainly run by the students for the students. This program does have a Director of Student Activities who helps the students follow procedures and adhere to district policies, but the students decide how the money is spent and for what programs. They also conduct small fundraisers to earn money for additional college support.

Community Services and the Enterprise, although accounted for separately, are alike in that they both exist to serve the community. Community Services offers programs for those individuals who are interested in taking a course, but either do not want college credit (units) for the class or do not want the traditional 16-week course. The Enterprise offers the community a service by providing facilities and coordination for a well-organized swap meet.

All of the auxiliary programs and the Foundation of Golden West College adhere to very strict controls and district-wide compliance issues. Each of these entities is included in the annual audit, and their finances are reviewed and tracked very carefully.

Self Evaluation

The Golden West College Foundation recently announced its plans to further fund-raising endeavors by increasing their annual campaign to $100,000 and engaging in a capital campaign for a much-needed campus project. By taking the initiative to increase their support to the College, the Foundation further strengthens community involvement.

Auxiliary operations and fund-raisers are in direct support of Golden West College's programs and services. The District's policies and procedures on fund raising and receiving of gifts are quite clear, and those guidelines are strictly followed. The goals and activities of the auxiliary organizations directly support the College's programs and service needs. The Board of Trustees as well as College and District staff participate actively in these auxiliary programs to ensure continued compliance and successful communication.

Planning Agenda

1. Increase awareness of the College community of the support offered by auxiliary programs.
2. Continue, through the Foundation as well as the auxiliary operations, to support college programs and services.

9.B.5: Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Each contract that the College would like to enter into goes through a series of approvals before it is accepted. At the College level, the president, a dean, the Fiscal Services Office, and the vice president directly in charge of the requesting department must all sign an approval sheet for the potential contract. If necessary, the Vice President of Administrative Services works with legal to ensure that the College is held harmless and that termination clauses are clear. After it is reviewed at the campus, it is then submitted to the Board of Trustees for approval. It is at this point, after Board approval, that the contract may be signed. The Vice Chancellor of Administrative Services must sign all contracts for the District; and in some cases, the Vice President of Administrative Services signs on behalf of the College. A fiscal impact statement is written on the Board agenda for each potential contract.

Self Evaluation

The District has developed policies and procedures on contract management, and it is vital that these guidelines be followed. The District is very clear as to who can sign a contract. It is the District's policy not to enter into any agreement that does not fit within the scope and mission of the College or the District.

Planning Agenda

Review and educate staff on the guidelines of contract procedures to ensure proper controls.

9.B.6: Financial management is regularly evaluated and the results are used to improve the financial management system.

Descriptive Summary

The District is very thorough and continuous in its review of financial management and the controls that exist. The financial management system is always under scrutiny by auditors, financial managers, and staff. Each works together to improve the system that we have currently. The annual external audit provides a set of objective opinions on current operations and encourages District and College personnel to make improvements. These suggestions and findings are carefully monitored by the Board of Trustees to ensure compliance. The District Information Services Department works closely with personnel to implement changes in programs to ensure that controls are in place.

Self Evaluation

As noted in B.1, the District is currently undergoing an extensive review of the financial management system. As they prepare to switch over to the new, integrated system, there are many discussions on how to further enhance existing controls as well as install new controls to ensure financial security.

Until the new system is installed, which is scheduled for March 2000, the District and the College will continue to manage with the existing system. There have been vast enhancements to the existing system over the years. Until the new system is on-line and fully implemented, the College will continue to improve current processes to ensure appropriate financial management.

Planning Agenda

1. Continue to evaluate and work with the existing financial management system to ensure proper safeguards until the new system is installed.
2. Continue to research and implement the new financial management system to improve financial controls.

Standard 9C: Financial Stability

9.C.1: Future obligations are clearly identified and plans exist for payment.

Descriptive Summary

Golden West College is one of three colleges that comprise the Coast Community College District. Only the District has the authority to enter into future financial obligations. The District's future obligations are clearly recognized in its annual Independent Auditor's Report.

The District paid approximately $3.2 million in 1998-99 for its post-retirement employee health benefits plan; and as a result of a 1997 actuarial study, it has incurred a future liability for these benefits of approximately $50 million.

Intermediate-term capital and operating leases exist that obligate the District to current and future lease payments of approximately $5.5 million.

The District has two long-term lease agreements that provide for the financing of the acquisition of real property and the construction of various educational facilities. The May 1, 1997, refunding of the Coastline Community College Center by the District resulted in the re-issuance of $10,600,000 of Certificates of Participation (COPS) with annual payments of approximately $890,000, terminating in 2016. Additional classroom space resulted in the 1996 issuance of $7,765,000 in COPS with annual payments of approximately $720,000, terminating in 2015.

In 1998, the District entered into a $5,330,000 long-term loan agreement with the State Energy and Water Efficiency Revenue Bond Project for various energy efficiency projects. Annual minimum loan payments are $400,000 per year.

Additionally, according to Governmental Accounting Standards Board (GASB), Section 16, the District recognizes its vacation leave obligation to be approximately $3,400,000 as of the year ending June 30, 1998.

Self Evaluation

The District funds the payment of its debts through annual budget allocations. The obligations and the payment structures are independently audited annually. The debt levels are reasonable and within the acceptable limits recognized by the independent auditor.

Planning Agenda

None

9.C.2: The institution has policies for appropriate risk management.

Descriptive Summary

The District operates four self-insurance funds: Comprehensive Liability Fund, Property/Casualty Loss Fund, Workers' Compensation Fund, and the Health and Benefits Fund. These funds are utilized to manage first-level protection and payment of claims.

Comprehensive liability and property/casualty are self-insured to the $50,000 level. For these two areas of insurance coverage, the District belongs to the State-wide Association of Community Colleges (SWACC) Joint Powers Agreement entity, which provides coverage to the $5,000,000 level. The Schools Excess Liability Fund (SELF) Joint Powers Agreement provides coverage to the $20,000,000 level.

Workers' Compensation Insurance is provided through the Fremont Policy. Keenan & Associates is the District's claims administrator for Workers' Compensation.

The Health and Benefits Self-insurance Fund has an individual stop-loss coverage policy at the $125,000 level. Student accident coverage is provided by the Student and Athlete Insurance Network (SAIN), which is covered by Blue Cross through the brokerage services of Student Insurance of Los Angeles.

Peripheral insurance policies are purchased through the District's insurance broker, Marsh Incorporated. These policies afford coverage for Art, Foreign Workers' Compensation, Marine and Excess Protection and Indemnity, Mexican Automobile, Travel Accident, Swap Meet Vendor Liability, and CCCD Enterprises Directors' and Officers' Liability.

District policy and administrative procedures provide rules and guidelines for the establishment of safe and healthy work environments. Injury and illness prevention programs exist for students and employees. District and College level Safety Committees are actively responsible for safety practices, site inspections and preparation of all state, county and district-required disaster preparedness plans.

Self Evaluation

Insurance coverage appears to be adequate. The District and the JPA organizations provide resources for training in the areas of safety, hazardous materials, liability, and emergency preparedness. The Coast Community College District's Safety Committee is active and monitors district-wide safety issues including workplace safety and hazardous material handling. A hazardous material removal schedule ensures the removal of hazardous material six times a year. The Golden West College Safety Committee meets once a month and is responsible for identifying and proposing corrective actions for conditions that constitute a safety or health hazard on campus.

A District-wide focus on improvement of workplace safety has reduced incidents and kept Workers' Compensation claims' costs at a very reasonable level. Accident/incident reports and "unsafe conditions" reports are given immediate and serious attention resulting in safer school and work environments.

Planning Agenda

None

9.C.3: Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

The College receives its annual general revenues based on the CCCD Budget Allocation Model adopted by the District nine years ago. The College is permitted to carry-over ending balances in all of its programs.

The District receives its general fund revenue from a combination of local property taxes, student fees, and state apportionment based on state revenue allocations to community college districts. Timing differences relative to state monthly allocations and district payment obligations create cash flow problems. Therefore, the District continues to issue Tax Revenue Anticipation Notes (TRANS) in order to maintain a positive cash position throughout the year and to some extent to augment the District's interest income. As a result of closely monitoring revenues and expenditures on a timely basis and appropriately revising the budget as needed, the District has maintained a reserve of between three and five percent.

Self Evaluation

District reserves have increased by approximately one percent over the past three years, from three percent of unrestricted revenues to a budgeted four percent for the 1999-2000 fiscal year. The District is cognizant of both the necessity and the financial leveraging of its various long-term obligations and has no intention of over-committing future general fund revenues to long-term financing. Single year TRANS notes are repaid on schedule. This year's $14,000,000 TRANS will be retired in two increments prior to the conclusion of the fiscal year.

The District experienced a significant decline in enrollment in the 1998-1999 school year from a target of 30,614 FTES down to a stabilization base of 27,790 FTES. 1999-2000 begins a three-year, stabilization-funding situation in which the District receives declining enrollment revenues and has three years to make growth enrollment targets.

Planning Agenda

The College and the District must focus on achieving growth enrollments in an environment in which there will be no growth money until stabilization targets are achieved. Therefore, growth must occur within current revenue limits. The institution must operate in a very efficient and creative manner to achieve its stabilization targets.

9.C.4: The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Descriptive Summary

The District's four percent reserve and insurance program provides resources to manage financial emergencies. Additionally, revenues and expenditures are closely monitored throughout the year for indications of the need to adjust budgets to keep within spending plans and reserve targets.

Self Evaluation

Insurance programs and reserve goals are evaluated on an on-going basis. The budget development process determines the resources available to fund programs and to meet obligations. The District's property and liability insurance programs limit exposure to $50,000 per occurrence, which provides protection to its reserves.

Planning Agenda

The District will continue to monitor its fiscal and insurance needs to ensure financial stability and the ability to respond to unforeseen occurrences.

Supplemental Documents - Standard Nine

CCCD Budget Allocation Model

District's Annual Financial and Budget Report to the State (CCFS-311)

Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey

Annual Independent Auditor's Report (June 30,1998)

Mission, Vision, Principles, and Philosophy Statement (MVPPS)

Vision 2010 Plan

Standard 10

Governance and Administration

Accreditation Self-Study
1999 - 2000

Richard Porter
Co-Chair

Gary Stratton
Co-Chair

Dibakar Barua

Rozanne Capoccia

Brian Conley

Dolores Harper

Valerie Venegas

Golden West College
Huntington Beach

Standard Ten: Governance and Administration

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Five public members elected at large for a term of four years comprise the Coast Community College District Board of Trustees. Staggered election of board members ensures its continuity. Each trustee represents one of five geographical areas that together represent the entire District, each having approximately the same number of registered voters. In order to equalize trustee area population, the trustee areas are reapportioned in the year following the release of federal census data collected through the national census. The Board includes a student trustee who is appointed each year from a group of student government leaders at the three colleges in the District and is a nonvoting member.

The Board determines the broad general policies that govern the operation of the District. The Board has full responsibility for approval of the budget, instructional programs, construction and maintenance of buildings, appointment of staff, and general operation of the District.

The Board defines the goals and mission of the District with input from the Chancellor and others through shared governance. The Board participates in the strategic planning process that establishes the District's goals and objectives.

The duties and responsibilities of the Board of Trustees include considering communications and requests from citizens or organizations on matters of policy and management, considering reports from the Chancellor and Presidents of the colleges in the District concerning the programs and conditions of the District, and ruling on the recommendations of the Chancellor in all matters of policy pertaining to the welfare of the District.

Any segment of the district community can submit policy proposals through the shared governance process. Policies are presented to the Board for the first time as an information item and acted on at a subsequent meeting.

The District works diligently at providing information to the public it serves regarding scheduled agenda items for each board meeting. The notice of board meetings and study sessions are posted in locations throughout the District and sent to several local newspapers. The board ensures that the public interest is reflected fairly and accurately in the decisions and activities through both action and pending items and issues before the Board. Public comment is also invited at each board meeting and study session.

Self Evaluation

The rules and regulations of the Board of Trustees and college policies provide a clear definition of board responsibilities (CCCD 010-2). Being elected by voters in their trustee areas, trustees reflect public interest. There is a mechanism for providing continuity of board membership because terms are staggered. The Board of Trustees has one current member who has served on the Board since 1983, and two members have served since 1985 and 1987 respectively. The two newest members have served since 1996 and 1998.

(see CCCD Trustee History)

That the Board of Trustees meets this standard (A.1.) is evident to those faculty/staff/administrators who are most involved in college and district-wide governance activities, but perceptions vary throughout the College. When asked on a survey, faculty/staff/administrators responded to questions this way:

"The Board of Trustees acts in a manner consistent with published board policies or by-laws." Of 61 respondents 54.9% agreed, 11.3% disagreed and 33.8% were neutral.

"District policies and practices are regularly evaluated and revised as necessary." Of 66 respondents, 33.3% agreed, 34.8% disagreed and 31.8% were neutral.

Planning Agenda

1. A better dissemination of Board policy and changes to the policies would be informative and help alleviate misconceptions.
2. The Board might consider posting public items on the District web site in addition to their public posting sites.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

Descriptive Summary

The Board ensures the quality of the educational program by establishing policy and broad direction for the three colleges and the television station. This has created a system of autonomous local institutions which are allowed to develop strategies, goals, and objectives that implement the broad policy directives of the Board. Local constituent views are both supported and respected by the board. The Board receives, on a regular and routine basis, college progress reports on stated college goals, mission, objectives and current operational activities. This allows the Board to balance policymaking responsibility without micromanaging the College.

Financial oversight and fiduciary responsibility has been a hallmark of the Board of Trustees. The Board has concerned itself with both College and District reserves and has avoided the Chancellor's Office fiscal "watch list." The Coast District is in excellent fiscal health.

The Vice Chancellor of Administrative Services meets on a monthly basis with the Vice Presidents of Administrative Services from each campus to discuss the financial health and integrity of the District. The Chancellor meets on a regular basis with the Presidents and line staff to review institutional practices and fiscal stability. The college Presidents provide the Board with reports on Instruction, Student Services, and Administrative Services.

Self Evaluation

The Board of Trustees receives regular reports related to enrollment, financial, facilities, curriculum, and student services. Periodically the Board will schedule special meetings to discuss budgets, outside reviews, or curriculum. The Vice Chancellor of Administrative Services meets with the Vice Presidents from each campus to discuss facilities, planning, and issues. The Chancellor is very accessible to the Board members and provides them with requested information.

The Board has created subcommittees to discuss and plan three major issues: (1) use of excess land throughout the district including Golden West College; (2) a capital campaign for digitizing KOCE TV for Orange County; (3) Technology planning. The Board has been proactive in providing leadership for the future fiscal well being of the entire district.

Planning Agenda

The Board is actively engaged in supporting the development of an integrated management information system. Through creative arrangements with industry, the Board and the Chancellor have secured a strong, low-cost, integrated MIS particular to the needs of the Coast District. Portions of the MIS have been successfully implemented, and full implementation of the system is anticipated within the next three years.

The Board will also explore ways of using the Internet to disseminate information and reports about the District, the colleges, and KOCE.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees approves and adopts policies that are appropriate for the organization and operation of the District. Faculty, staff, and administration may recommend changes or new policies for consideration by the Board of Trustees. Board policy 010-2-1, approved on 09/03/86, provides for the evaluation and revision of such policies: "Any Board policy set forth herein may be amended, revised, suspended or revoked by a vote of the majority of the entire Board of Trustees which vote will be recorded and entered in the minutes of the meeting." Furthermore, Board policy 010-2-11, approved on 12/11/91, stipulates that the Board of Trustees shall "Delegate authority to the Chancellor as the board executive and confine board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the District."

Self-Evaluation

The Board of Trustees takes seriously its responsibility for setting institutional policy. Review and revision of policies is also "understood" to be part of the board's role and accepted as a serious responsibility. Although the Board delegates policy research and writing to staff, it pays careful attention to the language and intent of each policy that comes forward to ensure that it is in the best interest of the District and its three colleges. For example, most recently, on February 16, 2000, the Board discussed and adopted Policy 030-4-8, Coast Community College District Academic Accommodations for Students with Disabilities.

Planning Agenda

It may be time for the Board to begin revising some of the more dated policies. The District began revising policies and procedures in numerous areas starting in 1988. There are some policies that date back to the 1980's, and an effort should be made to analyze dated policies and delete or revise any prior to 1988.

A.4. In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic administrative officers.

Descriptive Summary

The rules and regulations of the Coast Community College District Board of Trustees clearly define selection, appointment, and the dismissal of the Chancellor of the District as a duty and responsibility of the Board of Trustees. *(CCCD 020-1-2.)*

As prescribed in the chief executive officer's contract, the Board annually provides a written evaluation of the Chancellor. As part of that review, the Chancellor provides to the Board a list of written accomplishments and list of objectives for the year.

The Board's defined duties also include the appointment or dismissal of employees upon the recommendation of the Chancellor. The Board actively participates in the hiring process at the presidential level. This includes interviewing all of the top candidates. The Board takes the recommendation from the Chancellor for all other major academic officers.

Self Evaluation

Through examination of board minutes, it is clear that the Board has generally unanimously supported hiring recommendations made by the Chancellor. This indicates the Board's confidence in delegating this responsibility to the Chancellor. All hiring approval is done in open session.

That the Board of Trustees meet this standard is evident to those faculty/staff/administrators who are most involved in college and district-wide governance activities, but perceptions are varied throughout the College.

Planning Agenda

A better dissemination of evaluation procedures and the schedule for evaluating District and College senior level administrators campus-wide would alleviate some misconceptions.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures and process for assessing the performance of the governing board are clearly defined and published in board policies or bylaws. The board acts in a manner consistent with them.

Descriptive Summary

The Coast Community College District Board of Trustees administers its responsibilities according to the policies and procedures listed in the District Manual of Board Policies and Administrative Procedures and appropriate sections of the Education and Government Codes. These district policies are also available to employees on the district computer network P drive. Policies 010-2-1 through 010-2-10 clearly define the size, duties, responsibilities, ethical conduct requirements, structure and operating procedures for the Board members, including the student trustee. These policies are revised as appropriate, and revision dates are clearly indicated.

Self-Evaluation

There is no written policy for assessing the performance of the governing board. A Golden West College faculty/staff/administrator accreditation self-study survey distributed in Fall 1999 requested input on three statements regarding the Board of Trustees:

1. The Board of Trustees acts in a manner consistent with published board policies or by-laws. Of the respondents, 54.9% agreed; 33.8% were neutral, and 11.3% disagreed.

2. The Board of Trustees ensure that educational programs and services are of high quality. Of the respondents, 37.8% agreed; 37.8% were neutral, and 24.4% disagreed

3. The Board of Trustees has performed responsibly in overseeing the financial soundness of the district. Of the respondents, 34.5% agreed; 31.0% were neutral, and 34.5% disagreed.

In June, 1995, the Board adopted a Governing Board Self-Evaluation document to be used as part of the Board's annual self-evaluation. The final evaluation that the visiting GWC accreditation team submitted in March 1998 acknowledged the document but suggested that the Board take the next step to communicate both the process and its annual findings to the wider audience of the college community. Further, the team advises that the Board actively involve itself in the planning and adoption phases of subsequent self-studies of the District and its colleges.

(see Evaluation Report, February 1998)

There is no evidence that the self-evaluations have been conducted on a regular basis, but the Chancellor has indicated that this is in process. The Board consistently believes that the ultimate board evaluation takes place during the public election process with registered voters.

The Board has elected to participate as a district in a pilot project for the District Office accreditation. During this accreditation cycle, all three colleges will undergo separate, synchronized accreditation. The District Office will also prepare its own self study and have a separate accrediting team review and will respond to that report.

Planning Agenda

The existence of the Governing Board Self-Evaluation document is not widely known by the campuses. Its inclusion in the Board Policy Manual would make this information better available to faculty and staff for information purposes. A better mechanism is also recommended to ensure that the evaluations are conducted annually as intended.

A.6 The governing board has a program for new member orientation and governing board development.

Descriptive Summary

The Coast Community College District has several methods of providing new members an orientation and governing board development, including one on one meetings, written resource materials, and utilization of statewide meetings such as the California Community College Board of Trustees meeting and the Mega Conference. The Chancellor's line staff meets with new board members extensively to provide information on their specific areas of responsibility. Board members are encouraged to attend orientation sessions of the Community College League and the American Association of Community College Trustees.

The most recent new board member spent at least a half day with the college presidents and was provided an introduction to key personnel on campuses including vice presidents, Academic Senate presidents, union presidents, etc. Board members are encouraged, and they individually are, to be active in the California Community College League.

Self Evaluation

Although the District does not have a formal orientation, every effort is made to provide board members with a thorough orientation. Both new and existing Board members receive information from a number of entities throughout the District, and they find this to be informative and helpful. Reviews of previous board agendas indicate that periodic meetings are dedicated to study sessions and workshops.

Planning Agenda

None.

A. 7 The board is informed about and involved in the accreditation process.

Descriptive Summary

The Board is aware of the accreditation process, is receiving periodic reports from the Chancellor, and is providing feedback when requested on certain aspects of the self study. It will review the district-wide self study report when completed. One Board member is very active and serves frequently on WASC visiting teams, and two other board members have indicated interest in such service. Board members have been interested in the Institutional self study, but they have shown restraint in offering advice and counsel. The Board has been careful to be involved in accreditation in an appropriate manner avoiding even the appearance of micromanaging any part of the process. The comportment of the Board in this process has been thoughtful and oriented on the broad policy perspective.

Self Evaluation

The Board has expressed full support of college efforts to complete the self study process. Individual Board members have been interviewed or have responded to questions from members of Standard 10 subcommittees.

Planning Agenda

The Board might seek status and update reports on the College's progress on addressing self-study recommendations.

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

The College President provides leadership to and participates in the strategic planning process. The President chairs the College Planning and Budget Committee (see membership chart) which was established in 1987. This committee is responsible through a shared governance process for the College's goals and objectives and to establish priorities for the College. The President provides support for planning activities and retreats, all of which have broad based college-wide participation.

Self Evaluation

The President has organized a college structure that provides for planning to begin at the program level that is based on goals set forth from the previous year's program review. Program review is done on a yearly basis. Information is collected at the manager or dean level and then sent to the planning team level. The College has three planning teams: Administrative Services, Student Services, and Instruction. The respective Vice Presidents chair these planning teams. Each of the planning teams has representatives on the Planning and Budget Committee chaired by the President. The future goals, plans, and budgets that are developed at the program level are presented to the Planning and Budget Committee.

The President led an administrative reorganization retreat in Fall 1999 in order to downsize the number of instructional deans at the College and give more responsibility to faculty department chairs. The reorganization committee was constructed to be representative of senior administrators, deans, managers, department chairs, faculty, staff, and students.

The President's effective leadership is evident to those who are most involved in college-wide committee activities, but perceptions of his effective leadership are varied throughout the College.

When asked on a survey, faculty/staff/administrators responded to questions: "The college uses systematic planning and evaluation to improve programs and services." Of 132 respondents, 32.6% agreed, 24.2% disagreed and 43.2% were neutral.

"The development of institutional plans involves appropriate constituents." Of 123 respondents, 50.4% agreed, 14.6% disagreed and 35.0% were neutral.

" The college clearly documents achievement of institutional objectives." Of 118 respondents, 31.4% agreed, 20.3% disagreed and 48.3% were neutral.

" Facilities planning is adequate and linked to other institutional planning, and evaluation efforts." Of 64 respondents, 20.3% agreed, 50% disagreed and 29.7% were neutral.

" There are clear connections between planning, budgeting and the allocation of financial resources." Of 57 respondents, 23.3% agreed, 58.9% disagreed and 17.8% were neutral.

Planning Agenda

The College should explore ways to better disseminate the goal setting, planning and priorities of the college.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures and ensures the implementation of statutes, regulations and board policies.

Descriptive Summary

The College President manages the resources of the College by directing and delegating, when it is appropriate, to the three Vice Presidents: Administrative Services, Student Services, and Instruction. The President helps the Vice Presidents implement priorities controlling budgets and expenditures.

The President ensures the implementation of statutes, regulations, and Board policies.

Self Evaluation

The President works very closely with the Vice Presidents. They take input from such information sources as previous accreditation reports, end-of-the-year status reports, analysis of budget trends, research both external and internal to the College, contract agreements, curriculum development, categorical grants, program reviews, and many other sources. The President directs and delegates the management of resources such as physical space, personnel, and budgets to the Vice Presidents to manage their respective areas of responsibility.

During the time when, for budgetary reasons, the College combined Student Services and Instruction, each area learned to collaborate and support the interdependent needs of each area in the interest of students. Unhealthy competition was reduced. However, the size and scope of responsibility for these two large operations left some important projects less than fully supported. Now that the College has returned to a structure which more fully supports both areas sufficiently, the two Vice Presidents have demonstrated the ability to build on the cooperative spirit developed previously. Their leadership styles are complementary, and their commitment to students is evident.

The Vice Presidents chair their respective planning teams and implement priorities with procedural activities. These planning teams are representative of the constituencies that are most affected by the college's priorities.

In order to implement a strong link from planning to budgeting, the college has begun performing program review on a yearly basis. The goals, plans, and recommended budgets are developed at the program level and then sent to the dean or manager level for transmittal to the respective planning team.

The President delegates the implementation of statutes, regulations, and board policies to the administrators of the College.

Under this standard, those faculty, staff, and administrators involved in college-wide governance believe that the College President is accomplishing this standard (B.2.). The results of a Fall 1999 faculty/staff/administrator survey provide some varied perceptions as follows.

When asked on a survey, faculty/staff/administrators responded to questions:

"The College President efficiently manages financial resources." Of 90 respondents, 37% agreed, 33% disagreed and 30% were neutral. "The College President ensures the implementation of statutes, regulations and Board policies." Of 98 respondents, 57% agreed, 14% disagreed and 29% were neutral.

"The program review processes are integrated into institutional planning." Of 89 respondents, 39% agreed, 24% disagreed and 37% were neutral.

"Program review is an effective way to measure departmental quality and effectiveness". Of 117 respondents, 48% agreed, 25% disagreed and 27% were neutral.

"Financial planning reflects realistic assessment of available funding and required expenses". Of 58 respondents, 28% agreed, 36% disagreed and 36% were neutral.

"Processes for financial planning and budget development are clearly defined and followed". Of 55 respondents, 25% agreed, 42% disagreed and 32% were neutral.

Planning Agenda

1. The College should explore ways to better inform all campus faculty and staff of the processes used in developing budget priorities.
2. The College should explore ways to better inform all campus faculty and staff about actual budget commitment and allocation.

B.3 The institution is administratively organized and staffed to reflect the institution purpose, size and complexity. The administration provides effective and efficient leadership and management who make possible an effective teaching and learning environment.

Descriptive Summary

The College's administration includes the President, Vice President of Administrative Services, Vice President of Instruction, and Vice President of Student Services. Instruction has eight discipline deans and Student Services has three deans. The College also employs the services of several classified supervisors/directors. This organizational structure is the result of assessing the previous structure of two Vice Presidents, Deans, and limited use of department chairs. The most recent reorganization has three objectives:

(1) to return the College to its previous structure with three Vice Presidents

(2) to reduce the number of deans

(3) to increase the duties and responsibilities of department chairs

This structure has been in the planning stages over the past two years and will be fully implemented during the 2000-01 academic year. This organizational structure provides effective and efficient leadership.

Self Evaluation

The administrative team as well as faculty understand the need to work together to increase and retain students at the College. Some of the most visible examples of this cooperative effort is the manner in which the college administrative staff and faculty work together in major outreach efforts such as College Preview Day, Chicano Latino College Conference, and other special efforts.

The Staff Development Office has been creative in providing flex activities for all staff that will hopefully assist us in better understanding our students and ourselves.

Planning Agenda

None

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary

As administrative positions become available at Golden West College, and depending on budgetary resources, they are filled either through the formal District Human Resources job announcement process, through an in-house advertising process, or, upon occasion, through internal campus reorganization. In each case, the administrators selected are qualified by training and experience to perform their responsibilities. Other than the reorganization process, constituent-based screening committees are convened to rank applications and interview potential applicants. Finalists are then recommended to the President and selected members of the screening committee.

The duties and responsibilities of managers are listed on job descriptions, most of which are kept on file in the President's Office, but updated by the individual administrator. Job descriptions are also listed in the Board Procedure Manual under Procedure #020-3. Due to retirements and several management reorganizations over the past few years, some positions have been eliminated or combined with other positions, which has made the task of keeping job descriptions current more difficult.

District Policy 090-1-12 stipulates the regular evaluation of classified and certificated managers. A revised district-wide management evaluation process was adopted and put into practice December 1994 establishing a regular management evaluation every two years and a first year review for new managers. The management evaluation schedule is maintained in the President's Office, and the majority of the evaluations have been completed on schedule.

Self-Evaluation

The perception of the effectiveness of management evaluations is mixed based on the faculty/staff/administrator accreditation self-study survey distributed in Fall 1999 which included the following statement: Administrators are evaluated effectively. Of the respondents, 34.2% agreed; 30% were neutral, and 35.8% disagreed.

Planning Agenda

1. Although the College is diligent in meeting the obligation to conduct regular management evaluations, the President or other appropriate administrators may wish to consider ways to maximize their effectiveness.
2. The Coast District Management Association believes the current evaluation form is weighed toward educational managers versus non-educational managers. Human Resources has drafted a revised format for non-educational managers which is under review and discussion. The College should continue exploring ways to improve this process.

B.5. Administration has a substantive and clearly-defined role in institutional governance.

Descriptive Summary

The College President meets with his Administrative Council and the President's Cabinet on a monthly basis. The College operates with three planning teams representing its administrative structure. The Academic Senate, Classified Connection, and ASGWC each represent their respective constituencies.

Self Evaluation

None.

Planning Agenda

None.

B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Descriptive Summary

The Coast Community College District Policy 060-1-10 adopted by the Board of Trustees clearly delineates "Faculty Role in Governance" in the three colleges of the District. Implemented in 1993 through a collaborative process in response to AB 1725, this policy stipulates the areas in which the Governing Board shall primarily rely on the advice of the Academic Senate and those areas in which the Academic Senate and the Governing Board shall reach mutual agreement. The Golden West College faculty have a voice in matters of educational program and faculty personnel, and other institutional policies that relate to their areas of responsibility and expertise. This is illustrated in the 1999-2000 Personnel Compendium and in the College Handbook. The Academic Senate, the Council on Curriculum and Instruction, the Institute for Professional Development, and the Staff Development Committee all contribute to this effort. In addition, faculty participate in all district and college policy bodies. For the last two years, the faculty have also played a significant role in making new hiring decisions for faculty personnel. After the Planning and Budget Committee recommends how many faculty positions will be filled in a given year, it is the Academic Senate that evaluates and ranks all requests for new faculty and makes recommendations to the College President regarding which positions need to be filled. Public perception of faculty role in governance seems fairly positive. When asked on a survey, faculty/staff/administrators responded to statements this way.

"Faculty have a substantive and clearly defined role in institutional governance." Of 87 respondents 62.1% agreed, 12.6% disagreed, and 25.3% were neutral.

"The Academic Senate provides input regarding institutional governance." Of 75 respondents 80% agreed, 2.7% disagreed, and 17.3% were neutral.

Self-Evaluation

The faculty members of the College are effective in making their concerns known, in participating in the formulation of policy, and in helping to implement policy.

Planning Agenda

The College and the Academic Senate will continue to inform both faculty and other constituencies of Title 5 and AB 1725 provisions that define faculty role in shared governance. The College will strive for even greater faculty participation in governance.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Descriptive Summary

The Academic Senate is the elected body that represents faculty in the governance process within the College and within the District. The scope of the Academic Senate includes all areas listed in Title 5, 53200b, as well as other academic and professional matters agreed upon between the Governing Board and the Academic Senate. The Senate meets once a week to discuss academic and professional matters and to make recommendations to appropriate groups. The Senate also recommends and approves faculty members to serve on standing college committees. The Senate President and other members of the Senate meet regularly with the College President and represent the Senate at district and college meetings as necessary. An effective vehicle of policy discussion and facilitation at Golden West College is the Academic Issues Council, which was formed originally in 1984 with a different name. The membership of AIC comprises the College President, the three Vice Presidents, and members of the Senate Executive Committee. Its purpose is to address campus issues relating to academic and professional matters at an early stage (before recommendations are formulated).

Self-Evaluation

In general, the Senate and the administration enjoy mutual trust and accommodation. However, the Senate at times feels that it has been left out of the loop because of a lack of timely information sharing with the Senate leaders. This can create problems for specific policy implementations.

Planning Agenda

The College President has reinstated regular meetings of the AIC. This will facilitate more timely information sharing between faculty and the administration.

B. 8 The institution has written policy which identifies appropriate instructional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary

District Policy 060-1-10 (Faculty Role in Governance) and the "Academic Senate Constitution" (Article II and Article III) provide the framework for faculty involvement in institutional governance. Both documents state that the Academic Senate is responsible for making recommendations on academic and professional matters to the Board of Trustees and to the administration. This broad responsibility is carried out by investigating issues, debating them, and making recommendations. When appropriate, there is consultation with the collective bargaining agents. The Council on Curriculum and Instruction (CCI) and the Institute for Professional Development (IPD) are committees of the Senate. The Academic Senate appoints faculty members to college committees, including the Planning and Budget Committee, and conducts and approves department chair elections. In addition, the Instructional Planning Team includes all department chairs. Recently, under the leadership of the College President, a reorganization plan has been completed with two principles guiding the reorganization effort - a reduction in dean-level management positions, and a greater delegation of responsibilities and authority from deans to department chairs. The faculty, along with other campus constituencies, have played a key role in shaping this reorganization plan.

Self-Evaluation

The Academic Senate Constitution, revised in November 1998, reflects changes to Title 5 regulations that redefine the role of the faculty senate in institutional governance. The Senate feels that faculty role in governance has greatly improved over the last three or four years.

Planning Agenda

None.

B. 9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary

The College publishes on an annual basis the "College Handbook" and a "Personnel Compendium." The College Handbook describes various college and district policies and procedures. The Academic Senate Constitution is listed in this document and it describes the process for membership selection.

The Personnel Compendium identifies major college committees, their composition, and the process for committee membership selection.

Self Evaluation

Within the past two years, the College has circulated a Mission Statement, planning calendar, and decision-making document. The Associated Students have adopted a document on students' role in shared governance. The College has agreed to practice shared governance without a formalized document.

Planning Agenda

The role of classified staff should be better clarified in one of the above documents to differentiate the purpose of Classified Connection and the CFCE Union .

B.10 The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary

Board Policy 030-9-1 defines the role of students in shared governance and recognizes the Associated Student Organization (ASGWC) as the representative for students in the creation and development of policies and procedures for the District and the College in accordance with California Education Code Section 70901. Information regarding the College Services Sticker, student government, campus clubs, student participation on campus-wide committees, and the role of the Student Council and Student Senate can be found in the College Catalog. Information on student government, student services, and student activities can be found in the ASGWC recruitment packet. A list of exact committees in which students participate can be found within the Personnel Compendium. The Associated Students of Golden West College Shared Governance Policy defines the philosophy, importance, and objectives of student participation in shared governance.

Self Evaluation

The College Catalog can be purchased in the bookstore, is available online, and is given to students during their orientation as part of the matriculation process. The ASGWC recruitment packet is available in the Student Activities Office and during recruitment efforts sponsored by the Associated Students. An updated copy of the College Handbook and the Personnel Compendium is sent to the Student Council Office each year. The Associated Students of Golden West College Shared Governance Policy can be found in the Student Activities Office.

In the Accreditation Faculty/Staff/Administrator Self-Study Survey, 55% of faculty, staff and administrators felt that "the role of students on policy, planning, and special committees is clearly stated in written policy," 11.7% disagreed, and 33.3% were neutral. In the Accreditation Self- Study Student Survey, 36% students responded that "the role of students in various governing, planning, budgeting and policy making bodies is made clear and public," 27% students disagreed with the statement, and 37% were neutral.

Despite outreach and recruitment efforts made to the student body, the number of students in student government has risen minimally to approximately 30 for the 1999-2000 school year. Because of the nature of the community colleges, it is difficult for the Associated Student Organization to maintain a sense of continuity, and its specific goals and objectives may change yearly.

Although Board Policy 030-9-1 designates that "each campus shall develop procedures whereby the Associated Students...may address collegial matters in an expeditious manner," and the college President has accepted the Associated Students of Golden West College Shared Governance Policy as a formal document, the campus has not accepted a campus-wide shared governance document. As of now, all participation is permitted through verbal agreement, causing questions to arise regarding where students should be involved. This is of concern seeing that campus and student leadership can change from year to year, thereby changing the verbal agreement.

C. Multi-College Districts and/or Systems

C.1 The district/system chief executive officer provides effective leadership to define goals, develops plans, and establishes priorities for the institution.

Descriptive Summary

The Chancellor has been in his current position since November, 1993. Prior to that he was President at Coastline College. His prior experience has been as an administrator at a California community college. The Chancellor works to support the District's Mission Statement.

Self Evaluation

The Chancellor has initiated a major change in philosophy throughout the district since his tenure. He has directed the district operations to be a major service provider to the campuses and television station. He has decentralized a number of traditional district functions that were critical to a campus in order to increase efficiency and effectiveness such as budget, personnel hiring, and planning.

The Chancellor meets with the College Presidents, the Academic Senate Presidents, and the Chancellor's Cabinet regularly to ensure that district goals and objectives are being met. He develops the board agenda in consultation with the various constituent groups. He reactivated the District Planning and Budget Committee which is tasked with reviewing and refining the District 2010 Plan and to develop long range plans. The Chancellor's job description is on file as part of Board policy.

Planning Agenda

The Chancellor should continue to be involved in the 2010 Plan.

C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

District administration works to support the colleges. The District's Mission Statement identifies goals of the District and the colleges. The District is the clearinghouse for all personnel and fiscal matters. The Board approves and adopts an annual budget for the College.

Self Evaluation

The District maintains Board policy to ensure that all regulations and statutes requirements are met. The policy and procedure manual is maintained by the District and is available at the campus in selected offices and on the District's computer network P drive. It covers expenditures, personnel matters, and instructional programs. The Chancellor instituted a budget model which holds each campus accountable for it expenditures. It provides incentives to have a year end balance to cover one-time expenditures, and it is FTES driven. This model clearly allows the campus to manage its own budget with certain incentives.

The 75/25 ratio is a district-wide concern and the campus receives direction from the District on the requirement for full-time faculty.

Planning Agenda

None.

C.3 The district/system has a statement which clearly delineates the operational responsibilities and function of the district/system and those of the college.

Descriptive Summary

The Coast Community College District has a manual of the "Board Policies and Administrative Procedures" which delineates operations responsibilities and functions of the District and those of the College.

Self Evaluation

The board manual includes all policies that govern the District and the College. The manual includes policies and procedures that direct matters regarding administration, personnel, budget operations, educational programs and student relationships. The manual is maintained by the District Office and distributed to selected campus departments. The electronic version is available on the District computer network P drive, and the written version is available in selected administrative offices.

Planning Agenda

The District should explore ways to make the College aware of the electronic version of the campus administrative procedures manual .

C.4 The district/system provides effective services that support the mission and functions of the college.

Descriptive Summary

The District provides leadership and coordination for the College in a number of operational areas such as budgeting, personnel, policy making and regulatory compliance. The District considers its role to be that of supporting the College in fulfilling its mission.

When asked on the GWC faculty/staff survey, "The District provides effective services that support the mission and functions of the College," 62 respondents answered as follows: 35.5% agreed; 37.1% were neutral; 27.4% disagreed.

Self Evaluation

The Chancellor has emphasized that the role of the District is to provide services to the College. He has supported expanding the authority of the college in the areas of budgeting, personnel, and other operational functions. Each department conducts a periodic survey of its users for a measure of overall satisfaction.

Planning Agenda

None.

C. 5. The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

Descriptive Summary

At the District level, the Chancellor holds Cabinet meetings which includes the Vice Chancellors, the Student Trustee, faculty and classified union representatives, College Presidents from each campus including KOCE, Academic Senate Presidents from each campus, District Public Relations Officer, and the Board Secretary. These meetings are held one week before each Board of Trustees meeting to review the board agenda and to ensure open lines of communication. Discussion that relates to local, state and board issues are addressed. Cabinet representatives have the opportunity to go back to their colleges and share information with their constituent groups or appropriate body.

The Chancellor also meets weekly with the college Presidents to address campus issues and with the Academic Senate Presidents on a monthly basis to discuss academic issues. Further, the Chancellor makes every effort to visit each campus regularly and attend special events.

District board meetings are held twice a month. Each constituent group (Union representatives for faculty and classified, Academic Senate Presidents and Associated Students Presidents) from each college have the opportunity to address the Board of Trustees and provide reports. Each college President also is allocated time to report to the Board. The agenda is posted by law. All meetings are open to the public, and meeting minutes are published and are available district-wide.

In order to be more accessible to district constituents, the Board holds annual site meetings at Golden West College and Orange Coast College. Coastline College and KOCE do not have facilities large enough for a public board meeting.

Student participation in communication at the district level is accomplished through the District Student Council which meets monthly to address campus and district issues and exchange ideas. Information is then taken back to each campus for input and further dialogue.

The District Public Relations Office biannually publishes the Coast Reporter, a district newsletter updating the staff and community on district issues and goals.

Self-Evaluation

Communication has improved with the increase in electronic technology. Almost every staff member has the ability to receive information from the District through email or the campus information computer Q drive on district policies and procedures.

Planning Agenda

None.

C 6. The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Descriptive Summary

The division of responsibility and authority is clearly defined between the Coast Community College District and the College as reflected in the District and College organizational charts. Policies governing the District and the colleges are contained in the Board Policies Manual and Administrative Procedures and are fairly administered.

Self Evaluation

The Chancellor has given each college more autonomy while decentralizing the function of the District Office. Consequently, the colleges are fiscally accountable for their budget, personnel, and planning decisions. The financial management of the District is the responsibility of the Vice Chancellor of Administrative Services. He meets on a regular basis with the Administrative Services Vice Presidents of each college. The Vice Chancellor and the Administrative Services Vice Presidents also attend quarterly statewide meetings in the State Chancellor's Office to hear and discuss community college implications of statewide budgeting.

Planning Agenda

At this time the Coast Community College District is going through a self-evaluation with a hired consultant, and is reviewing the District's Vision 2010 Plan.

Supplemental Documents

- Academic Senate Constitution (see GWC Handbook)
- Accreditation Self-Study Faculty/Staff/Administrator Survey
- Accreditation Self-Study Student Survey - Fall 1999
- Associated Students of Golden West College Shared Governance Policy
- Board Policies and Administrative Procedures
- Board Policy CCCD 010-2-1 (Policy and Procedures)
- Board Policy CCCD 010-2-11 (Ethical Procedures)
- Board Policy CCCD 020-1-2 (Administrative Responsibilities: Duties of the Chancellor)

- Board Policy CCCD 030-4-8 (Educational Programs and Student Relationships --Accommodation for Students with Disability)
- Board Policy CCCD 030-9-1 (Educational Programs and Student Relationships --Role of Students in Governance)
- Board Policy CCCD 060-1-10 (Certificated Employees Personnel Policies: Faculty Role in Governance)
- Board Policy CCCD 090-1-12 (Supervisory Management and Management Personnel Policy: Regular Evaluation of Classified and Certificated Managers)
- Board Procedure #020-3
- California Education Code, Section 70901
- Coast News
- College Handbook
- District Mission Statement
- Evaluation Report, February 1991
- Evaluation Report, February 1998
- Personnel Compendium
- Planning and Budget Committee Membership Chart
- Trustee History
- Vision 2010 Plan

Planning Summary

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Planning Summary

The Self-Study identifies a series of planning recommendations and helps set direction for the College for the next six years. From the planning agendas, the following themes emerge and warrant further examination:

1. Continue the linking of planning to budgeting
2. Continue the College's efforts to utilize research-based decision making
3. Make greater use of the annual program review in the planning and budgeting process
4. Integration of new instructional technologies
    - upgrade of campus internet labs
    - continue integration of technology into the Library/Learning Resources services
    - relocate and upgrade the Mac lab
    - continue development of industry standard certification similar to the Cisco Systems curriculum
5. Installation and continued enhancements of new College/District databases
6. Continue to improve communication with students, staff, and the public
7. Continue campus beautification efforts

These themes are consistent with the goals outlined in the College's Mission Statement. Some of the recommendations identified in this Self-Study are in the process of being implemented; others have been allocated funds for future implementation. Thus, there is an institutional mechanism already in place designed to identify objectives and track progress toward accomplishment.

In addition, a list of all Self-Study recommendations, as well as recommendations of the visiting team, will be forwarded to the Planning and Budget Committee. The Planning and Budget Committee will in turn identify a process to integrate these recommendations into the institution's planning process. The Planning and Budget Committee will develop the process of prioritizing Self-Study recommendations by reviewing and analyzing internal and external factors impacting the College.

Lastly, the College should increase its efforts at making faculty, staff and students aware of how decisions are made and through which organizations so that everyone has a greater opportunity to participate.

Appendix

A. Minority Report - Standard One
B. Disproportionate Impact Studies

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Appendix A

Standard 1 - Minority Report

Our Mission/Student Success

To achieve student success, Golden West College will strive to maintain its historical mandate to be a lively center of learning where students and faculty share educational experiences in a friendly, challenging and creative environment, enhanced by a beautiful campus. We also reaffirm our commitment to the following priorities:

- First, to provide collegiate level courses for transfer and vocational and technical courses that lead to employment, career advancement, or retraining.

- Second, to provide student support services for access, retention and student success, and classes to improve students' basic skills and courses in English as a second language.

- Third, to provide noncredit adult education and community service programs for the cultural, physical, economic and professional needs of the community.

Descriptive Summary

Golden West College meets standard one in that its programs, activities and processes fulfill the college's mission statement and define the institution as a whole.

One hundred and sixty-three lower division courses commonly taught within each semester have been articulated with four-year colleges and universities. These courses are geared toward the transfer majors. For example, the California articulation number, Econ 2, is equivalent to Economics 285 at Golden West College and will also be accepted at CSULB in lieu of Econ 202.

Twenty career certificate programs are offered each semester. Each career program, unless otherwise indicated, offers a certificate of achievement. Our certificate programs range from accounting to automotive technology, criminal justice and nursing.

Golden West College's counseling services assist students in reaching their goals by offering orientation, information, personal counseling and special workshops and seminars. However, with the transfer of our bilingual (Spanish/English) counselor to Coastline College, Golden West College no longer has a counselor to address the needs of the Latino students.

The College also has a career center and a transfer center, which aid the students in finding employment or making the transition to a four-year university. There is also a Re-Entry/CalWORKs center that aids students after a lengthy absence. The Extended Opportunities Program and Services also services students by providing loans, counseling, financial assistance, tutoring, transfer assistance, priority registration and high school outreach. Golden West College's ESL department offers a number of extended courses to assist students in developing their listening, speaking, reading and writing skills in English.

The College also has various centers to develop the students' basic academic skills and provide them with services necessary for them to obtain an education. The College has a Health Center, an Assessment Center, a Disabled Student Services Center, a Child Care Center, a Tutorial Learning Center, a Student Computer Center, a Mathematics Learning Center and a Writing Center. However the College lacks a center that will deal with the biggest minority in Orange County and the state as a whole, the Latino community. A Latino student center is imperative for the Latino student's access, retention and success at Golden West College.

Golden West College has a firm commitment to serving the surrounding community, so many community services are offered throughout the year. These services are self-supporting and fee based. Programs offered through Community Services are lectures, workshops, and educational programs on a wide variety of subjects and an extensive of subjects and an extensive selection of programs for children and seniors. Another important service offered is the Intercultural Center which has a range of activities which include working with local schools and agencies, educational programs and guest speakers, informal conversational gatherings and the annual KinderCaminata. The Center also provides information on intercultural events and local support services, as well as providing support services for international students. Other community programs are the Fine Arts Gallery, Dance, Music, Theater Productions and various intercollegiate and recreational sports. However, the College fails to be inclusive by not producing sufficient programs to serve and enrich the underrepresented communities, such as the Latino and Vietnamese. To meet the needs of our diverse community, these programs should be made an integral part of the Fine Arts Gallery, Dance, Music, Theater Productions, etc.

Self-Evaluation

All collegiate level, vocational and technical courses offered by Golden West College are coequally integral, developed and responsive to our goals, strategies and objectives. Strengthening this relationship is the yearly program review, which is done through the strategic, planning process.

The overriding goal of Golden West College is to provide a full range of supportive services to all students. This gives the students the opportunities to develop their talents and skills needed to reach the students' objectives and goals. The major problems in providing adequate support services are that they are not providing access, retention, and success to the Latino community and that there is a lack of funding. The lack of funding has impeded the college from hiring bilingual counselors and from constructing a Chicano/Latino center. The center would no doubt help accomplish the college objectives of recruiting and retaining more Latinos on our campus. The District's demographics show that Orange County is already 28% Latino, and in twenty years will be 38%, and the kindergarten class of 2020 will be 64% Latino. It is imperative that the College begins to address the needs of these students.

For students having problems in basic English skills, Golden West College offers an extensive developmental communication and ESL program. The major problems with the ESL classes are the lack of coordination with strong tutoring program and the low retention rate of the ESL classes themselves. Once these issues are addressed, we can foresee the dropout rate in academic classes decrease dramatically.

The community services offered by Golden West College, as said before, include a wide range of offerings. Programs offered by community services meet our goal of offering an opportunity for personal enrichment to our community. However, some programs that reach out to the underrepresented communities should be subsidized by the College as opposed to being self-supported through fees because the targets of these programs cannot afford to maintain them. The Intercultural Center lacks direction, and its goals and objectives should be reassessed, as all of our students can be more effectively served.

Planning Agenda

The College will link its funding to its program review, so that department needs can be addressed on a yearly basis. Golden West College will also look at demographic changes and will make it a part of its future planning and strategies. As stated above the College must create new programs and establish a center to address the needs of the growing Latino community and other underrepresented groups.

The Planning and Budget Committee will incorporate the program reviews in their budget forecasts to address the needs of the department and the institution. A committee will be established to assess the needs of the Latino students and develop a plan of action. If more classes are planned it will go through the Curriculum Committee and the Senate for approval. Most other programs will go through the senate and administration to be ratified and implemented as our shared governance requires.

Funding will no longer exist without a tangible link to department and college needs. Students will reap the benefits of this process by receiving classes and instruction from departments who have had their financial needs met. Our surrounding community will be better served by providing the classes and activities that addresses their needs. The institution's access retention and success will show an increase as a result of this planning.

The College will review its mission statement as well as the vision, principles and philosophy to determine that the unique needs of our diverse students are addressed.

Appendix B

Disproportionate Impact Studies

Disproportionate impact studies are conducted regularly in accordance with Matriculation Regulations. The following studies have been completed to evaluate assessment bias and effectiveness:

Implementation and Initial Validation of the Math Diagnostic Testing Program (MDTP),
Steve Isonio, Ph.D., 2/92

English Placement Recommendations at GWC: An Analysis of Disproportionate Impact,
Steve Isonio, Ph.D., 7/92

Combined English Language Skills Assessment (CELSA): Analysis of Disproportionate Impact,
Dwayne E. Thompson, 5/94

Math Placement Recommendations at GWC: An Analysis of Disproportionate Impact,
Steve Isonio, Ph.D., 5/94

List of Supplemental Documents

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Supplemental Documents
(Standard by Standard)

Supplemental Documents - Standard One

- Coast Community College District Mission Statement
- Golden West College Mission Statement
- Membership of Instruction, Student Services and Administrative Services Planning Teams
- Membership of Planning and Budget Committee
- Membership of Academic Senate
- Planning and Budget Committee Questionnaire
- Vision Statement
- Standard One Minority Report

Supplemental Documents - Standard Two

- AFT Union contract, Article VI, Sections 1-3 CCA/CTA Union contract, Article III.
- Appendix B, Disproportionate Impact Studies
- Calendar of Events
- Career Certificate Program Brochures
- Class Schedule
- College Catalog
- College Handbook
- College's web site
- Fall 1999 Accreditation Self-Study
- Faculty/Staff/Administrator Survey
- Fall 1999 Accreditation Self-Study Student Survey
- Handbook for Student Success
- Personnel Compendium

Supplemental Documents - Standard Three

- Campus Reorganization Plan
- Class Schedule
- College Catalog
- Fall 1999 GWC Factbook
- Golden West College Facts
- Research Goals and Activities
- Research Office Mission Statement
- The Western Sun

Supplemental Documents - Standard Four

- 1999-00 Golden West College Catalog
- AFT Contract (Article X, Academic Relations, Section1, College Curriculum Committees)
- Coast Community College District Facilities Master Plan
- College Plan - October 1, 1994
- EDD/UI Wage Data
- Education and Facilities Master Plan
- Golden West College Facts - Trends through 1999
- Golden West College Schedules
- GWC Fall 1999 Accreditation Self-Study - Faculty/staff/Administrator Survey
- GWC Fall 1999 Accreditation Self-Study - Alumni Survey
- GWC Fall 1999 Accreditation Self-Study - Student Survey
- GWC Instructional Plan 1992-93 through 1995-96
- GWC Instructional Plan 1993-94 through 1996-97
- OCC - GWC Fall 1999 Accreditation Self-Study - Faculty/staff/Administrator Survey
- Program Review Abstract (form) Handbook for Student Success
- Sample Instructional Program Review Document

- Side Letter to AFT Contract Regarding Online Courses
- Spring 2000 Grade Distribution Report
- Staff Development Schedule of Workshops and Registration form
- State Chancellor's Curriculum Standards Handbook
- Student Education Plan (SEP)
- Upper Division Transfer to CSU from GWC - Fall '97
- VTEA IIC Report
- Vision 2010 Master Plan

Supplemental Documents - Standard Five

- Class Schedule
- College Catalog
- College Handbook
- Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey
- Fall 1999 Accreditation Self-Study Student Survey
- Handbook for Student Success
- Personnel Compendium
- Transfer Planning Guide

Supplemental Documents - Standard Six

- California Colleges and Universities Learning Assistance/Tutorial Data Survey, Fiscal Year 1997-98 and Fiscal Year 1998-99
- California Community Colleges Library And Learning Resources Programs Annual Data Survey Fiscal Year 1998-99 And Fiscal Year 1997-98
- CCCD PALS Library System March 6, 1997 Agreement
- Coast Community College District Guidelines Regarding Student Computer Usage
- Computer Center brochures
- Computer Center handout
- EBSCO admin-Database Usage Report — Detail: Database Level Period: September 1999-October 1999, *http://eadmin.EPNET.com/eadmin/database11sgRpt.asp*
- GWC 1999-2000 Accreditation Student and Alumni and Faculty Surveys
- GWC Instructional Program Reviews
- GWC Library Proposal for Instructional Equipment Funds 1997-98 Summary
- Learning Resources Programs Annual Data Survey
- Library 1999
- Library 1999-2000
- Norman, Carolyn F., Coordinator Library And Learning Resources Programs, October 4, 1999 Memo. Subject 1998-99 Library And Learning Resources Programs Annual Data Survey
- Proposal For Instructional Equipment Funds, 1996-97. Summary: Circulating Books for the GWC Library
- Proposal For Instructional Equipment Funds, 1997-98. Summary: New Materials for the GWC Library
- R. Dudley Boyce Library And Learning Center Golden West College Library Materials Selection
- Ross, Roxana. Electronic Research in The 21st Century: Hi-Tech Libraries in the Orange County Area wit Implications for Community College Students and Faculty. GWC.CCCD Sabbatical Report Oct. 10, 1995
- Tutorial Learning Center 1999
- Tutorial Learning Center 1999-2000
- Writing Center 1999
- Writing Center 1999-2000
- Writing Center Course Offerings

Supplemental Documents - Standard Seven

- Agreement between Coast Community College Association-California Teachers Association/National Education Association and Coast Community College District
- Agreement between Coast Community College District (KOCE-TV) and International Photographers of the Motion Picture Industries, Local 659 of the International Alliance of Theatrical Stage Employees
- Agreement between Coast Community College District and the Coast Federation of Classified Employees (Local 4794)
- Agreement between Coast Federation of Educators American Federation of Teachers Local 1911 and Coast Community College District
- Coast Community College District's Adjunct Faculty Hiring Procedures.
- Coast Community College District's Affirmative Action Plan.
- Coast Community College District's Full-Time Faculty Hiring Policy and Procedures
- College Catalog
- College Handbook
- Committee Goals and Objectives
- Department/Discipline Workshop Announcements
- Full time Faculty Job Announcement
- General Personnel Policies 050-1-17
- Mailing List of Job Openings and List of Publications used by Coast Community College District.
- Personnel Compendium
- Sample Workshop Announcements
- Staff Development Schedule of Workshops
- Technology Training Plan
- Workshop Evaluation Forms

Supplemental Documents - Standard Eight

- Accident Report Form (Safety)
- Board Policy CCCD 030-4-8 (Educational Programs and Student Relationships - Accomodation for Students with Disability)
- CCCD Budget Allocation Model
- Chuck Terry and Associates Review
- Department Wish List
- The Educational and Facilities Master Plan, Vision 2010

Supplemental Documents - Standard Nine

- CCCD Budget Allocation Model
- District's Annual Financial and Budget Report to the State (CCFS-311)
- Fall 1999 Accreditation Self-Study Faculty/Staff/Administrator Survey
- Annual Independent Auditor's Report (June 30,1998)
- Mission, Vision, Principles, and Philosophy Statement (MVPPS)
- Vision 2010 Plan

Supplemental Documents - Standard Ten

- Academic Senate Constitution (see GWC Handbook)
- Accreditation Self-Study Faculty/Staff/Administrator Survey
- Accreditation Self-Study Student Survey - Fall 1999
- Associated Students of Golden West College Shared Governance Policy
- Board Policies and Administrative Procedures
- Board Policy CCCD 010-2-1 (Policy and Procedures)
- Board Policy CCCD 010-2-11 (Ethical Procedures)
- Board Policy CCCD 020-1-2 (Administrative Responsibilities: Duties of the Chancellor)
- Board Policy CCCD 030-4-8 (Educational Programs and Student Relationships --Accommodation for Students with Disability)
- Board Policy CCCD 030-9-1 (Educational Programs and Student Relationships --Role of Students in Governance)
- Board Policy CCCD 060-1-10 (Certificated Employees Personnel Policies: Faculty Role in Governance)
- Board Policy CCCD 090-1-12 (Supervisory Management and Management Personnel Policy: Regular Evaluation of Classified and Certificated Managers)
- Board Procedure #020-3
- California Education Code, Section 70901
- Coast News
- College Handbook
- District Mission Statement
- Evaluation Report, February 1991
- Evaluation Report, February 1998
- Personnel Compendium
- Planning and Budget Committee Membership Chart
- Trustee History
- Vision 2010 Plan

Coast Community College District

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Our Mission

The primary mission of the Coast Community College District (CCCD) is to provide quality lower-division and occupational education to ensure that students from all ages and from all socio-economic backgrounds have the opportunity to achieve their postsecondary educational goals. Inherent in this mission is the provision of transitional instruction and those support services that promote student success. In addition, the District will offer non-credit courses and other community service programs that will meet cultural, recreational, professional in-service, and personal development needs.

Goals

Goal 1:	Provide the highest quality lower-division transfer education.
Goal 2:	Provide the highest quality occupational education training and retraining that meets community and student needs.
Goal 3:	Provide the highest quality transitional and life-long education programs that meet community needs.
Goal 4:	Provide a self-supporting community services program that meets cultural, recreational, professional in-service, and personal development needs of the community.
Goal 5:	Support the economic growth and development of the communities served by the Coast District by making the resources of the district and its colleges available to local businesses, industry, and government.
Goal 6:	Provide learning resources and student support services needed to promote student success and to measure that success.
Goal 7:	Establish articulation plans among the three campuses, the local high schools, and the colleges and universities.
Goal 8:	Develop, implement, and maintain programs that address international and intercultural education.
Goal 9:	Maintain an energetic, involved, and informed faculty, classified staff, and administration through staff development, training, and other programs and initiatives.
Goal 10:	Increase the diversity of faculty, staff, and administrative personnel so that the district's employees reflect the diversity of California's population.
Goal 11:	Maintain and update one-year and five-year improvement plans on an annual cycle, and ten-year and twenty-year master improvement plans on a five-year cycle. The plans will include these elements: instruction, support services, human resources, facilities, and other capital expenditures.

Last revised on September 18, 1991

Comments or Questions:
www@cccd.edu

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Glossary

Accreditation Self-Study
1999 - 2000

Golden West College
Huntington Beach

Glossary of Acronyms

We have minimized our use of acronyms in this report, but readers of the supplemental documents may run into some of the following:

A & R -	Admissions and Records
AACCT -	American Association of Community College Trustees.
AB -	Assembly Bill
ACRL -	Association of College and Research Libraries
ACT -	American College Testing assessment
ADA -	American with Disabilities Act
AFDC -	Aid to Families with Dependent Children
AFT -	American Federation of Teachers
AGS -	Alpha Gamma Sigma honor society
AIC -	Academic Issues Council
ALA -	American Library Association
ALAC -	Automated Library Administrator's Committee
APS -	Assessment and Placement Services test
ASGWC -	Associated Students of Golden West College
ASL -	American Sign Language
ASPT -	Administrative Services Planning Team
ASSIST -	Articulation System Stimulating Inter-institutional Student Transfer
BSU -	Black Students Union
CAL WEST/PALS -	a five-college consortium of Golden West, Orange Coast, Cypress, Fullerton and Coastline Colleges libraries
CalWORKs -	California Work Opportunity and Responsibility for Kids
CAN -	California Articulation Number
CAPP -	Computerized Assessment and Placement Program
CARE -	Cooperative Agencies Resources for Education
CBEST -	California Basic Educational Skills Test
CC -	Classified Connection
CCC -	Coastline Community College
CCCD	Coast Community College District
CCCL -	California Community College League
CCI -	Council on Curriculum and Instruction
CCL -	Council of Chief Librarians
CCR -	California Code of Regulations
CDMA -	Coast District Management Association
CEC -	California Education Code
CELSA -	Combined English Language Skills Assessment
CFCE -	Coast Federation of Classified Employees
CFE -	Coast Federation of Educators
CINAHL -	an electronic periodical database in the fields of nursing and health
CJTC -	Criminal Justice Training Center
CLA -	California Library Association
CSC -	Computer Services Center
CSU -	California State University system
CSUF -	California State University Fullerton
CSULB -	California State University Long Beach
CTA -	California Teachers Association, also
CTA -	Chuck Terry and Associates
DIS -	District Information Services
DPC -	Disaster Preparedness Committee
DSPS -	Disabled Students Programs & Services
DVD -	digital videodisc
EBSCOHost -	an electronic periodical database leased from EBSCOH Information Services a privately held publishing company.

ENDEAVOR -	a public access catalog system utilized by the college library
EOPS -	Extended Opportunity Programs and Services
EPT -	English Placement Test
ERIC -	an electronic education database
ESL -	English as a Second Language
EUREKA -	a computerized career information program used by students
FTEF -	Full Time Equivalent Faculty
FTES -	Full Time Equivalent Students
GPA -	Grade Point Average
GWC -	Golden West College
HRO -	Human Resources Office (District)
IC -	Intercultural Center
ICT -	Intercultural Center Taskforce
ILSA -	Independent Latino Student Association
IPD -	Institute for Professional Development
IPT -	Instructional Planning Team
ISP -	International Student Program
IUA -	Instructional Unit Assistant (contract language for Department Chair)
KOCE -	Public Television Channel 50 (CCCD)
LHE -	Lecture Hour Equivalent
LLRC -	Library/Learning Resources Center
LRACC -	Learning Resources Association of Community Colleges
LRSCC -	Learning Resources Student Computer Center
LTNG -	Libraries for the Next Generation
M/O -	Maintenance & Operations
MDTP -	The UC-CSU Mathematics Diagnostic Testing Project
MIS -	Management Information System
MPT -	Math Placement Test
NEA -	National Education Association
NMC -	New Media Center
NOCCCD -	North Orange County Community College Distinct (Fullerton College and Cypress College)
NSA -	Nursing Student Association
OCC -	Orange Coast College
OCDEH -	Orange County Department of Environmental Health
OCTC -	Orange County Transfer Consortium
OPAC -	Online Public Access Catalog, also On-line Public Access Advisory Committee
OWL -	On-Line Writing Lab
PALS -	Public Access Library System
PFE -	Partnership for Excellence
SAT -	Scholarship Aptitude Test
SCANS -	Secretary's Commission on Achieving Necessary Skills
SDAC -	Staff Development Advisory Committee
SEP -	Student Educational Plan
SOAR -	Student Orientation Assessment Registration
Spcom -	Speech Communication courses
SSPT -	Student Services Planning Team
TANF -	Temporary Assistance to Needy Families
TLC -	Tutorial Learning Center
TSS -	Tech Support Services
TTIP -	Telecommunications and Technology Infrastructure Program
UC -	University of California system
UCI -	University of California Irvine
VATEA -	Vocational and Applied Technology Act of 1990 *(see VTEA)*
VTEA -	Vocational and Technical Act of 1990
VSA -	Vietnamese Students Association
WASC -	Western Association of Schools and Colleges
WC -	Writing Center
WEBPALS -	a web-based on-line catalog
WWW -	World Wide Web